

IMPROVING STUDENTS' WRITING SKILL THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) AT THE TWELFTH GRADE STUDENTS OF MAN PALOPO

A Thesis

*Submitted to the English Language Education Study Program of S1 Education
and Teacher Training Faculty of State Islamic Institute of Palopo in Partical
Fulfillment of Requirement for S.Pd Degree of English Education*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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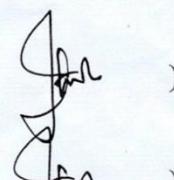
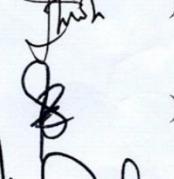
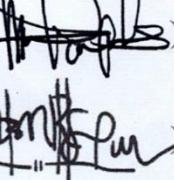
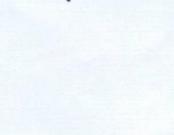
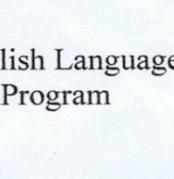
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2023**

THESIS APPROVAL

This thesis entitled Improving Students' Writing Skill Text through Contextual Teaching Learning (CTL) at the Twelfth-Grade Students of MAN Palopo, which is written by Mita Yumei Anastasya, Registration Number 1602020150, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 31st August 2023/Shafar 15th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

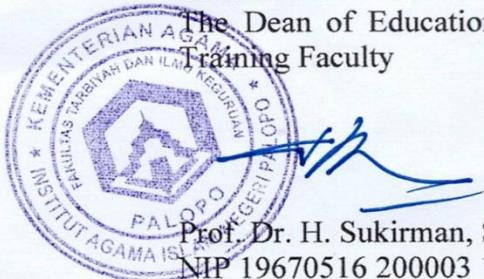
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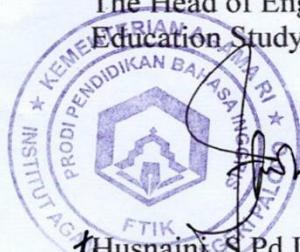
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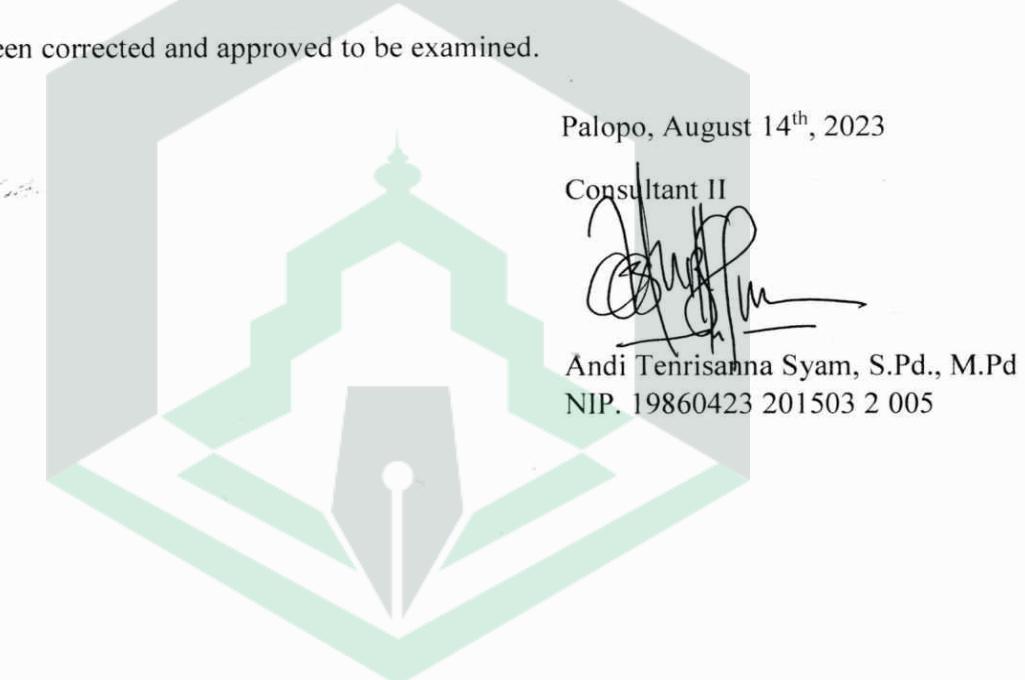
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STATEMENT OF ORIGINALITY

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Stating exactly that:

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، نَبِيِّنَا وَحَبِيبِنَا
مُحَمَّدٌ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، وَمَنْ تَبَعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ، أَمَّا بَعْدُ

The researcher praises Allah Swt. which has bestowed grace, guidance, and inner and outer strength, so that the researcher can complete the writing of this Thesis entitled “Improving Students’ Writing Skill Text Through Contextual Teaching Learning (CTL) at The Twelfth-Grade Students of MAN Palopo.” Blessing and greetings are to our prophet Muhammad Saw. his family, friends, and followers.

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Palopo 14th August 2023
The Researcher

Mita Yumei Anastasya

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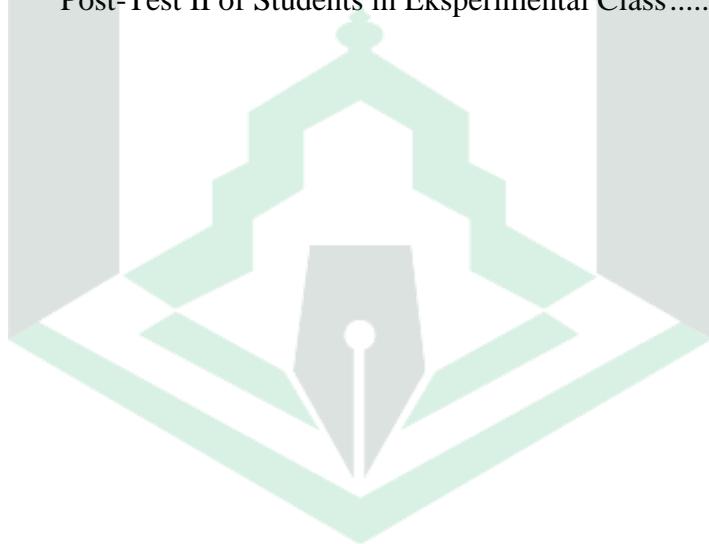
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ABSTRACT

Mita Yumei Anastasya, 2023. *“Improving Students’ Writing Through Contextual Teaching Learning (CTL) at the Twelfth-grade Students of MAN Palopo”*. The thesis of The English Language Education Study Program Faculty of Education and Teacher Training State Islamic Institute of Palopo. Supervised by Amalia Yahya and Andi Tenrisanna Syam.

This thesis focused on improving students' writing skill through Contextual Teaching and Learning at twelfth-grade of MAN Palopo. The research question is: Can the students' writing skill be improved through Contextual Teaching and Learning (CTL) in twelfth-grade students of MAN Palopo?. The objective of the research is to determine whether the students' writing skill of twelfth-grade students of MAN Palopo can be improved through Contextual Teaching and Learning (CTL). This thesis applied Classroom Action Research (CAR). The research instrument was the observation sheet and tests (Pre-test and Post-Test). Data were analyzed using qualitative and quantitative analysis. This research was conducted in two cycles, each consisting of two meetings. The population of the research was the twelfth-grade students of MAN Palopo. The sample was 20 students from class XII MIA 1. The students' result of the mean score in the pre-test was lower than the mean score in the post-test ($56,30 < 84,75$). The researcher concluded that there was an improve in students' skill in write argumentative texts using Contextual Teaching and Learning in class XII students of MAN Palopo.

Keyword: Argumentative Text, Contextual Teaching and Learning, Writing Skill

CHAPTER I

INTRODUCTION

A. Background

Writing as a method of communication assisted people in conveying meaning and properly understanding the substance of sending messages. Given the significance of writing in language learning and the centrality of English in daily interpersonal contact, teaching writing is essential for providing students with the ability to write successfully in English.¹ Writing is a method of thinking. Thinking requires us to get words out of our thoughts and into paper.

Writing is frequently useful as preparation for some other activity, when students write sentences as a preamble to discussion activities². That learns of writing can help the students to can transfer their ideas and information in the paper with the good sentences.

The ability and skills to write texts are the result of the teaching and learning process and practicing. For writing skills, it is not enough to learn grammar and learn knowledge of writing theory, but to grow through the training process. Teaching methods are very influential on the results and objectives of teaching. The suitability of the use of teaching methods with programmed learning.

¹ Siregar, S. R., & Dongoran, N. "Students' Ability in Writing Descriptive Text Institut Agama Islam Negeri (IAIN) Padangsidimpuan." *English Education: English Journal for Teaching and Learning* 8, no. 1 (2020): 88–90. <http://194.31.53.129/index.php/EEJ/article/view/2683/2073%0Ahttps://scholar.google.com/scholar?oi=bibs&cluster=17461154325444838052&btnI=1&hl=id>.

² Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.33.

One of the genres in writing text is argumentative text. Through argumentation, students develop critical thinking skills and ultimately their rhetorical styles become more varied. The rhetorical style in the form of writing makes it possible to achieve success easily in the field of work³. Argumentative text is a text that is used to convince and influence the reader to believe and agree with the ideas or ideas that we believe. According to Soewanto, states that in an argumentative text, it requires us to use a rational and logical way to show a fact is true or false, to inspire the reader to react or not to react. Keraf⁴, states that a form of rhetoric seeks to influence the attitudes and opinions of others so that they believe and finally act according to what the author or the reader desires. Argumentation uses language to justify or refute a standpoint, with the aim of securing an agreement in view.⁵ From the expert opinion above, the researcher can say that argumentative text that presents a case that aims to influence the reader or the author.

Based on the results of the pre-research that the researcher conducted, the researcher found several problems in the field experienced by the twelfth-grade students of MAN Palopo, such as the lack of vocabulary owned by students, the lack of students' skills in grammar. This is due to several factors such as monotonous learning methods and lack of use of writing learning media, as well as learning materials that are sometimes irrelevant to students' daily lives. To

³ Zhihui Fang, *Demistifying Academic Writing: Genres, Moves, Skills, and Strategies*, (Britannia: Routledge, 2021).

⁴ Gorys Keraf, *Argumentation and Narrative*, (Jakarta: Gramedia Pustaka Utama, 2004).

⁵ Frans H. van Eemeren, *Reasonableness and Effectiveness in Argumentative Discourse (Fifty Contributions to the Development of Pragma-Dialectics)*, (United Kingdom: Springer, 2015).

overcome this problem, researcher are interested in using the Contextual Teaching and Learning (CTL) strategy.

The Contextual Teaching and Learning Approach is a learning style that can help students gain knowledge. CTL is another alternative learning approach where students are encouraged to learn through experience and rote learning. The contextual approach encourages students' active role in learning, so that students can learn effectively and meaningfully⁶. Contextual learning is a learning strategy that allows students to apply their understanding and academic talents in various situations both inside and outside of school to solve simulative and real-world problems, both independently and collaboratively. This learning provides additional opportunities for students to do, try, and experience things for themselves (learning to do); Students are no longer just passive listeners. This learning emphasizes genuine knowledge and experience (real world learning), high-level thinking, student-centered, active, critical, creative students, problem solving, fun, enjoyable, not boring students (joyful and quantum learning), and utilizes various source.

The Contextual Teaching and Learning (CTL) strategy is a strategy that fully involves students in the learning process. Students are encouraged to study subject matter according to the topic to be studied. Learning with a contextual approach requires students to learn actively and creatively. Learning in the context of CTL is not just listening and taking notes, but learning is a process of direct experience. Through this process, it is hoped that there will be overall student

⁶ Nidya Indrilla, "The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Teaching Writing," *Lingua Cultura* 12, no. 4 (2018): 405. <https://doi.org/10.21512/lc.v12i4.4452>.

development, which will not only develop in the cognitive aspects, but also in the affective and psychomotor aspects⁷.

Based on the background of the problems above, the researcher took the initiative to conduct research with the title "**Improving Students' Writing Skill through Contextual Teaching and Learning (CTL) at the Twelfth-grade Students of MAN Palopo**".

B. Research Question

Based on the background of the issues described above, the researcher formulated the research question as follows: can the students' writing skills be improved through Contextual Teaching and Learning (CTL) in twelfth-grade students of MAN Palopo?

C. Research Objective

Based on the research question, this research aims to determine whether the students' writing skill of twelfth-grade students of MAN Palopo can be improved through Contextual Teaching and Learning (CTL).

D. Research Significances

Researcher hopes that the results of this research can contribute to:

a. Theoretically

To add information to readers about improving English language skills, especially writing skills using the Contextual Teaching and Learning strategy.

⁷ S. Literate and J.I. Indonesia, J. I, View metadata, citation and similar papers at core.ac.uk. (2020): 274–282.

- b. Practically
 - a. The Students
 - 1) This research can improve students' writing skill
 - 2) Giving students a new experience in learning English
 - 3) This strategy can help students improve their ability to write argumentative texts and other materials.

- b. The Teachers
 - 1) Teachers know who students are lack in writing
 - 2) The result can become an input to determine the step and strategy for teaching writing.
 - 3) As one method used to help develop students' writing skill.

- c. The other researcher

This research can be a good reference for another researcher, especially on the same topic as this writer does. And for their reference material in the future when you become a teacher.

E. Scope of Research

The scope of this research is limited to discussions about improving students' skill in writing argumentative text through the Contextual Teaching and Learning (CTL) strategy, especially for twelfth grade students of MAN Palopo.

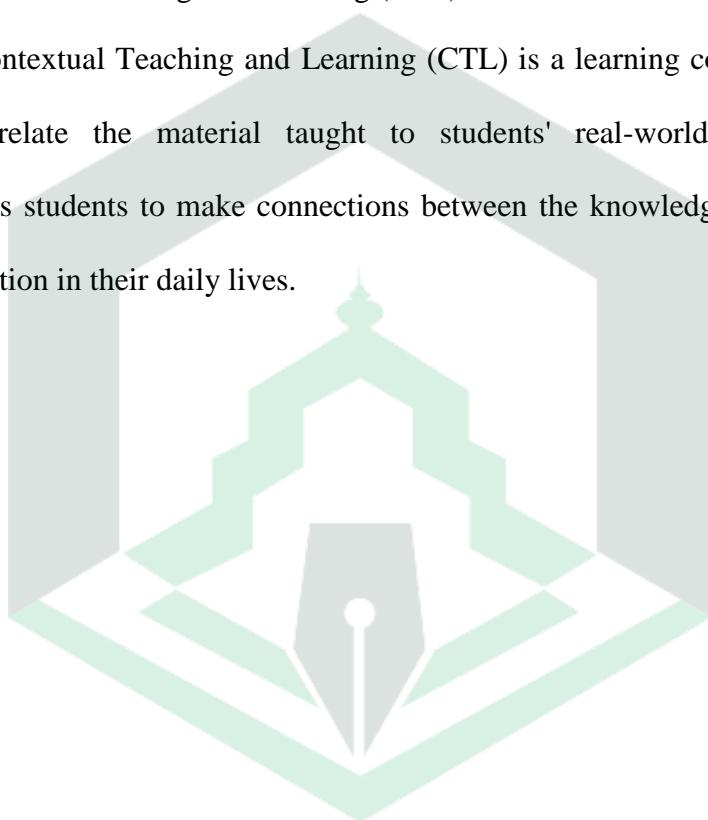
F. Definition of Terms

1. Students' Writing skill

The student skills referred to in this research are students' writing skills, especially argumentative texts. Writing skills are the skills you use to write effectively and succinctly.

2. Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) is a learning concept that helps teachers relate the material taught to students' real-world situations and encourages students to make connections between the knowledge they have and its application in their daily lives.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this research, the researcher summarizes some findings from the other researchers who have conducted previous research. The research are:

Research by Abu Nawas, "Contextual Teaching and Learning (CTL) Approach through REACT strategies on improving the students' critical thinking in writing".⁸ This research aims to determine the effectiveness of the CTL approach through the REACT strategy in developing students' writing skills which is applied to third grade students of Madrasah Aliyah Madani, Indonesia. A quasi-experimental design was used in this research. The research sample consisted of 40 students who were divided into two groups; 20 students in the control group, and 20 students in the experimental group. The results showed that there was a statistically significant difference ($\alpha = 0.05$) between the achievement of the experimental group and the control group in the post-test in favor of the experimental group. These differences indicate that the application of the CTL approach through the REACH strategy is effective in improving students' writing skills. The mean scores and standard deviations for the experimental group on the post-test were ($M=4.9$, $SD=0.43$) while those for the control group were ($M=3.49$, $SD=0.25$).

⁸ Abu Nawas, "Contextual Teaching and Learning (CTL) Approach through REACT strategies on improving the students' critical thinking in writing", *International Journal of Management and Applied Science* 4, no. 7 (2018): 46-49.

A journal by Risma Salima and Muhammad Taufik Hidayat, “Developing Students’ Writing Skill in Analytical Exposition Text through Contextual Teaching and Learning (CTL)”.⁹ This research aims to determine whether there are differences in students’ writing skills in analytical exposition texts after the application of Contextual Teaching and Learning (CTL). This research used a pre-experimental design as a research method. The data were obtained from an English essay writing skill test which involved a pre-test and post-test to determine students’ writing skills before and after using the contextual teaching and learning (CTL) approach. The results of the instrument were analyzed quantitatively using statistical analysis. This can be seen in the results of hypothesis testing through the Wilcoxon test showing that critical $Z = 0.0000082$ <significance level (α) = 0.05. This means that contextual teaching and learning has a significant influence on developing students’ writing skills in analytical exposition text.

Windi and Mama Suryaman with the research title “Improving Students’ Ability in Writing Descriptive Text through Contextual Teaching and Learning Approach”¹⁰. This study aims to determine the increase in students’ ability to write descriptive text through CTL and the advantages of using the CTL approach. This study uses a qualitative research approach as a research strategy, so a literature review will be used. The results of this study reveal that the contextual approach

⁹ Risma Salima and Muhammad Taufik Hidayat, “Developing Students’ Writing Skill in Analytical Exposition Text through Contextual Teaching and Learning (CTL), *English Education and Applied Linguistics Journal (EEAL)* 3, no.1 (2020): 1-7.

¹⁰ Windi and Maman Suryaman, “Improving Students’ Ability in Writing Descriptive Text Through Contextual Teaching and Learning Approach”, *Jurnal Ilmiah Profesi Pendidikan* 7, no.1 (Maret, 2022): 151-155, <https://doi.org/10.29303/jipp.v7i1.399>

is a very appropriate vehicle for teachers to empower students' potential according to the needs and school environment and their lives. Based on these findings, it is suggested that CTL can be used in the classroom to improve students' skills in writing descriptive text.

Research by Adofina, et al, "Developing EFL Students' Writing Ability through Contextual Teaching and Learning (A Classroom Action Research Study)".¹¹ In this study, researchers used PTK. The research data was obtained from students' writing tests. As a result of the research, the CLT method has a significant influence on students' writing abilities. The application of the contextual approach is able to develop the ability to write descriptive texts of students seen from the results of writing descriptive texts of students, the interests and responses of students in participating in learning to write descriptive texts using contextual learning methods.

Based on the previous research above, the researcher concluded several differences and similarities with the research that has been done by researchers. The first research uses the REACT Strategy, focuses on increasing students' critical thinking in writing, and uses the quasi-experimental method, while the research that the researcher have conducted uses the Contextual Teaching and Learning (CTL) strategy, focuses on students' writing skills, and uses the Classroom Action Research (CAR) method. The similarity is that they both examine the CTL variable.

¹¹ Adolfina M.S Moybeka, et al, "Developing EFL Students' Writing Ability Through Contextual Teaching and Learning (A Classroom Action Research Study)," *E-CLUE: Journal of English Culture, Language, Literarture, and Education* 11, no. 1 (2023): 79-97. <https://doi.org/10.53682/eclue.v11i1.6107>

The difference with the second research is that this research focuses on students' ability to write analytical exposition texts using the pre-experimental research method, while the research that the researcher have done focuses on students' abilities in writing argumentative texts using the CAR method. The similarities are that they both examine the Writing Skill variable using Contextual Teaching and Learning. There are similarities between the third previous research and the research conducted, namely both examining students' writing skills and Contextual Teaching and Learning, while the difference is in the focus on improved writing skills and on the research methods used. And for the fourth research, both examined students' writing skills using Contextual Teaching and Learning and also used the same research method, namely Classroom Action Research (CAR). The difference is the subject and location of research.

In this research, researchers tried to improve students' skill to write argumentative texts through Contextual Teaching and Learning, especially for the twelfth-grade students of MAN Palopo.

B. Literature Review

1. Theory of Writing

a. Definitions of Writing

Writing as one of the four language skills is very important in language learning. Writing activities have made an important contribution to human life. According to Harmer¹², writing is used for various production purposes many different forms. This can be seen in people's daily life activities when they need to

¹² Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition, (London: Pearson Longman, 2011), p.4.

write memos, letters, notes, brochures, articles, cover letters, and so on. Lado¹³ says writing is the stage where the writer produces a rough draft of the paper. The researcher must concentrate on writing the actual idea; researchers need not worry about things like finding the right word. The purpose of writing is to communicate with a specific audience. In order to communicate successfully with an audience, understanding the purpose of writing will make you a better writer.

b. Processes of Writing

According to Kapka dan Oberman¹⁴, there are five stages of the writing process as follows: (a) pre-writing is the planning stage for writing, teachers can help students who have difficulty determining topics by using various strategies such as graphic editing, free writing, and associative writing, (b) drafting at the drafting stage, students are expected to put the arrangements they have made at the planning stage on paper. At this stage, the spelling rules for written texts are ignored, (c) revising rearrangements and refinements to a fully developed, if not fully completed, draft so that the thesis or hypothesis is aligned with the author's goals. The development of persuasive arguments and conclusions, as well as the needs and characteristics of the audience, (d) editing until this stage focuses on content. At this stage the rules of spelling and punctuation, which are called the mechanical aspects of writing, are examined. Before sharing what they have written with others, students review the draft one last time and make corrections for readability, and (e) publishing is the final stage of the writing process. At this

¹³ Robert Lado, *Writing Skills*, (London: Longman, 1980), p.37.

¹⁴ Dawn Kapka and Dina A Oberman, "Improving Students' Writing Skill Through the Modeling of the Writing Process", *Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program*, 2001.

stage, students share the text they have written with the readers determined at the pre-writing stage. What is important here is that the teacher makes the writing meaningful for students. It is important for students to learn the writing process. Because the writing process is a tool used to enable students to efficiently express their feelings, thoughts and knowledge.

c. Criteria of good Writing

According to Steve Peha¹⁵, there are six criteria for good writing as follows:

- 1) Interesting and important ideas, ideas are the heart of the work, what the author wrote about and the information he chose to write about it;
- 2) Logical and effective organization, refers to the organization the sequence of ideas and the way the writer moves from one idea to the next. Individual and appropriate sound;
- 3) Sound is how the writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved and standoffish? Voice is an expression of the author's personality through words;
- 4) Specific and memorable word choices, good writing uses the right words to say the right things;
- 5) Smooth and expressive sentence fluency, fluent sentences are easy to understand and fun to read with expression; and

¹⁵ Steve Peha, *Teaching That Make Sense*, Inc, 2003.

6) Correct convention and communicative. Conventions are ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

d. Elements of Writing

According to Greenlaw¹⁶, there are five elements of good writing as follows:

- 1) Focus, the paper should have a clear point, stated as a thesis sentence, at the beginning of the paper;
- 2) Organization, the purpose of this paper is to prove the point. For this reason, papers must be structured as a series of main sub-points that logically lead to the thesis as a conclusion;
- 3) Solid development, each sub-point should be explained in sufficient detail to convince the reader of its validity;
- 4) Clarity, conciseness, precision, say what you mean, as clearly and concisely as possible. Ambiguity or ambiguity shows the reader that you are unsure of what you are writing about; and
- 5) Grammatical Accuracy/Avoidation of Spelling and Typographical Errors, grammar is a convention to improve communication. Grammar or typo errors show that you don't know how to write properly or that you don't care.

¹⁶ Greenlaw, *Learning and Teaching Center*, (Kanada: Carleton University, 2005).

2. Argumentative Text

Argumentative texts have been recognized and defined by renowned rhetoricians and logicians. Beaugrande and Dressler¹⁷ define argumentative text as text used to promote the acceptance or evaluation of certain beliefs or ideas as true vs. false, or positive vs. negative conceptual relationships. such as reason, significance, transgression, value and conflict must occur frequently. Surface tests will often show a cohesive set for amphasis and stresses, e.g. recurrence, parallelism, and phraserasse.

Hairston¹⁸ states that quarrels occur when the parties disagree about something. One party gives an opinion and gives reasons to support it and the other party gives a different opinion and gives reasons to support its stance. However, people can disagree about many things that cannot be argued effectively.

The argumentative function is to show that your statements (opinions, theories and hypotheses) about some phenomena or phenomena are true or truer than others. The art of argumentation is not an easy skill to acquire. Many people might think that if someone just has an opinion, one can successfully debate it, and these people are always surprised when others disagree with them because their logic seems to be correct.

a. The Grammatical Features of Argumentative Text

Winkler¹⁹ states the characteristics of argumentative grammatical are:

¹⁷ Robert De Beaugrande and Wolfgang U Dressler, *Introduction of Text Linguistics*, (London: Longman, 1981), p.184.

¹⁸ R Hairston, *On Becoming A Novelist*, (New York: Washington, 1998), p. 122.

¹⁹ Winkler, *The Grammatical Features of Argumentative Text*, (New York, 1984), p. 87.

- 1) Mental verbs are used when expressing opinions;
- 2) Conjunctions are used to argue for logical relationships and to connect the dots;
- 3) Ovement from personal to impersonal sound;
- 4) Modality is used in arguing to position the writer and the reader. It can be expressed in several ways;
- 5) Nominalization is used in arguments to allow writers to condense information and deal with abstract issues. The nominalization process can also have the effect of eliminating agency.

b. The Variety of Argumentation

According to Hatim²⁰ two arguments can be distinguished as follows:

1) Through-Argumentation

It begins by stating the point of view to be argued. There is no explicit reference to enemies. It represents the through-argumentation format or structure as follows:

- a) Thesis to be supported
- b) Substantiation
- c) Conclusion

- 2) Counter-Argumentation

It begins with a selective summary of the other person's point of view, followed by counterclaims, evidence outlining the grounds for the opposition, and finally a conclusion. He represents the counter-argumentation format as follows:

²⁰ Hatim, *The Variant of Argumentative Text*, (Indonesia: Jakarta, 1997), p. 39.

- a) Thesis cited to be opposed
- b) Opposition
- c) Substantion
- d) Conclusion

3) The Generic Stucture of Argumentative Text

Argumentative text has a generic structure, namely: (a) has a topic sentence, (b) has supporting sentences for prose and supporting sentences for contra. Furthermore, both are called argumentation, and (c) must use deductive or inductive reasoning, cause and effect.

3. Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) is a learning philosophy that emphasizes students' interests and experiences. It provides a means to achieve learning goals that require high-order thinking skills. Overall, contextual learning is a student-focused approach; middle. The purpose of this approach is to motivate students to be responsible for their own learning and make connections between knowledge and its application in various contexts of their lives.²¹

According to Hudson & Whistler²², contextual learning is a learning approach that cannot be separated from the theory of behaviorism and constructivism. It is a teaching and learning concept that helps teachers relate course content to real-world situations and its application to their lives as families, citizens, and workers and engage in the hard work that learning requires.

²¹ Satriani, Emilia, and Gunawan, "Implementation of CTL in Teaching Writing", *Indonesian Journal of Applied Linguistics* 2, no.1 (July 2012): 11.

²² Hudson and Whistler, *Contextual Teaching and Learning*, (London : New Burry House, 2007), p.1.

a. The Principles of Contextual Teaching and Learning

Contextual Teaching and Learning as a teaching and learning approach has scientific principles. According to Johnson²³ there are 3 principles. They are the principle of differentiation, and the principle of self-regulation.

1) Principle of Interdependence

Humans cannot establish intimacy with one another²⁴. That is, even though the approach consists of authentic learning activities carried out in groups, no one can intimidate the other to follow certain students. This is part of sharing and discussing when done in groups, so the principle emphasizes that all students are interdependent.

2) Principle of Differentiation

When students differ in their activities, they are free to explore their individual talents, cultivate their own learning styles, and progress at their own pace²⁵. This means that the contextual learning approach can be applied to students who have different characters, talents and abilities. The importance of this principle is how contextual teaching and learning helps students to explore their own talents and can have great potential for motivation to learn based on the context of their lives.

3) Principle of Self-Regulation

Self-Regulation Self-regulation means that everything is regulated, maintained and recognized by yourself. This principle motivates students to show all their potential. Besides that, they also explore them to get new talents.

²³ Jhonson, *Contextual Teaching and Learning*, (Longman, 2002), p.26.

²⁴ *Ibid*, p. 28.

²⁵ *Ibid*, p. 31.

Teachers should give them trust by giving them responsibility for decisions, behaviors, choices, plans, solutions, etc.

b. Components of Contextual Teaching and Learning

Contextual learning also consists of several components that must be carried out as part of its application. There are seven components of contextual teaching and learning that are useful for obtaining success in applying them.

1) Constructivism

From the history of CTL, constructivism is a theory that emphasizes the way students construct their own knowledge. It has five learning steps. They activate knowledge, acquire knowledge, understand knowledge, apply knowledge, and reflect knowledge.

2) Inquiry

These principles show how learning is done by incorporating a discovery process that requires critical thinking. In this case, knowledge as part of learning is not obtained by considering a number of facts but also from stimulating learning which allows students to discover material for themselves in the actual context.

3) Questioning

Asking is one part of the teaching and learning process. Students ask something because they want to know something they don't know. They are curious to get answers to their problems. That's why they ask the teacher or others.

4) Learning Community

CTL is carried out in groups because the goal is for students to have a sharing and discussion section without the intimacy of other people. Another goal is that students can help others who need their help in a positive way.

5) Modeling

Modeling comes from the word "model". Model means example. The modeling component means that the teacher gives examples to students if they find real difficulties. For six English teachers gave examples say certain words.

6) Reflection

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

7) Authentic Materials

It is important to have an assessment for the teacher to check whether the student has learned the material or not. Assessment is carried out in an authentic form to reduce students copying and pasting other friends' work. According to Ketter & Arnold²⁶ authentic assessment as a means of documenting content mastery. Authentic assessment when we directly examine student performance on appropriate intellectual facts.

²⁶ Ketter, C.T. & Arnold, J. "Implementing Contextual Teaching and Learning: Case Study of Nancy: a High School Science Novice Teacher," *Final Report*, 2003, p.36.

c. The Advantages and Disadvantages of Contextual Teaching and Learning

1) Advantages

Contextual Teaching and Learning (CTL) as a concept that helps teachers and students connect meaning through old and new knowledge to gain new understanding. So it is hoped that this approach can provide benefits for teachers and students in the teaching and learning process.

2) Disadvantages

Each more intensive in leading. Because with the CTL method, the teacher no longer acts as an information center. His job is to manage classroom teachers as a team working together to discover new knowledge and skills for students. Students are seen as developing individuals. A person's learning ability will be influenced by the level of development and breadth of experience he has. Thus, the teacher's role is not as a teacher or "ruler" who imposes will but the teacher is a guide for students so that they can learn according to the stages of their development.

d. The Steps of Applying Contextual Teaching and Learning Strategy

Practical steps using strategy instructions on a contextual approach:

Associate a subject that you want to teach students with a form of success in applying a subject. Then the initial story is in the form of a bibliography or the discovery of successful ways that are embodied in an applied subject. After that, formulate and show clear and specific benefits to students related to the knowledge (subjects) that can be taught to them. Then efforts so that the knowledge learned in school can motivate students to study and especially

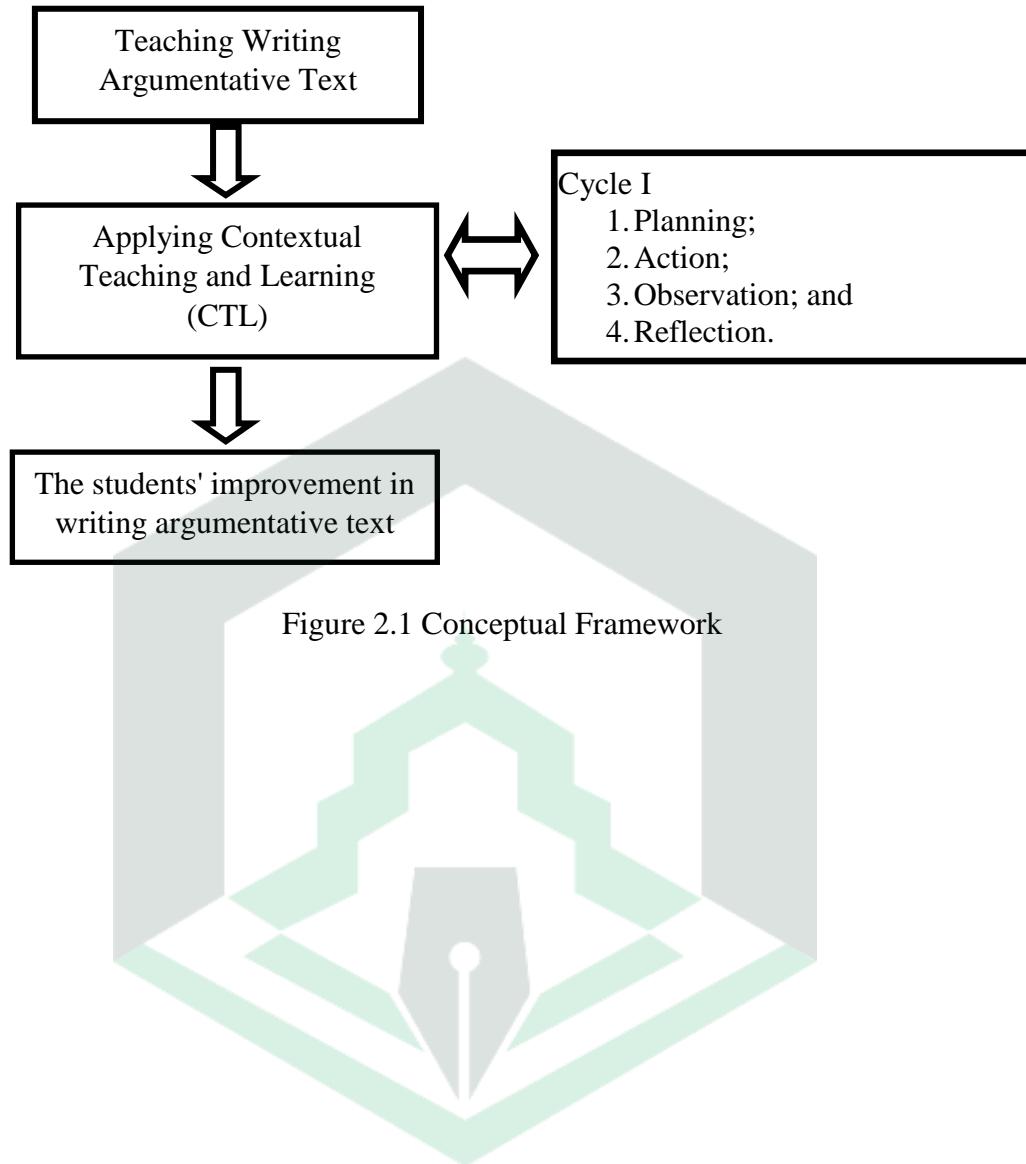
connect with their real life. Then give freedom to students to construct knowledge that is received subjectively until students can find natural ways of learning that are embedded in themselves. After that discover the wealth of emotions that exist in him and let them express freely. And the latter guides them to use emotion in learning acceptance or in other activities at school-so that students are full of meaning (not aiming at learning at school).

C. Conceptual Framework

Writing is a description of language into written form, which is done by connecting one sentence to another sentence, which still forms one idea, and writing argumentative texts, intended to influence the opinions of readers, their attitudes and ways of thinking to do whatever the writer wants. Students can be said to be successful if they are able to make an effective paragraph where their writing is arranged in a good, logical and meaningful sentence structure. Argumentative text is the act of forming reasons, making inductions, drawing conclusions and applying them to be cases in discussion; inference propositions, not known or acknowledged as true, from facts or principles that are known to be acknowledged, or proven to be true.

In this research, the researcher provides a way to make it easier to write argumentative texts by applying the Contextual Teaching and Learning (CTL) strategy. It is a teaching-learning concept that helps teachers relate course content to real-world situations and apply it to their lives as families, citizens, and workers and engage in the hard work that learning requires.

The framework of this research is presented in the following figure:



CHAPTER III

RESEARCH METHOD

A. Type of the Research

In this research, the researcher used Classroom Action Research (CAR).

Classroom Action Research (CAR) is a reflective process in which instructors gather empirical data to improve their teaching practices.²⁷ It is less formal than traditional educational research but more systematic and data-based than teacher reflection.

B. Procedure of the Research

1. Subject of the Research

The subjects of this research is the twelfth-grade students of MAN Palopo. Researcher took class XII MIA students consisting of 20 students as research subjects. It was chosen because the researcher found that they have quite low ability in argumentative text.

2. Place and Time of the Research

The research was conducted at MAN Palopo which is located in Balandai Village, Bara District, Palopo City. This research is planned to be carried out in July-August 2023.

3. Research Design

This research was conducted using classroom action research. Classroom Action Research is a method for finding out what works best in your own

²⁷ Siti Khasinah, Classrom Action Research, *Pionir Journal* 1, no.1 (July-December 2013): 107-114.

classroom so you can improve student learning. There are many ways to increase your knowledge about teaching. The steps are implemented in two cycles, namely cycles I and II as follows:

Cycle I

a. Planning

There are several activities carried out in this step; namely: (1) making a lesson plan about argumentative texts, (2) designing steps in carrying out the concept of the Contextual Teaching and Learning strategy in teaching writing argumentative texts, (3) preparing materials about argumentative texts, (4) preparing sheets for class observation , and (e) knowing the situation of the teaching and learning process when the model is applied.

b. Action

Student Activity: students answer greetings from the teacher. Then students listen to what the topic is, the purpose of learning argumentative texts, and the explanation of the concept of contextual learning models in learning argumentative texts. After that students give their opinion about the argumentative text. Then students listen to the meaning of argumentative text. Then students do the exercises given by the teacher. When finished, students collect the papers in front of the class. Then students and teachers make conclusions about argumentative texts. Then the students answer the closing of the teacher.

c. Observation

Observation serves to find out information in the classroom when the teaching and learning process takes place in class. As observers, teachers and

researchers observe the learning process. Observers use indicators with notes: 3 for very good, 2 for good and 1 for bad, used to see lecturers indicators and student indicators.

d. Reflection

Reflection is a process of feedback from the actions taken. Reflection is used to help researcher make decisions. Reflection seeks to understand real processes, problems and problems in action.

Cycle II

The cycle II must be implemented if in the cycle I, students have not improved significantly. The steps in cycle II are as follows:

a. Planning

At this re-planning stage, the researcher again prepared a lesson plan for teaching writing argumentative texts. Then after the instrument is completed, the learning process through the contextual learning model begins.

b. Action

The action process in the second cycle is the same as the first cycle. Students create argumentative texts through contextual learning models and then students answer test questions.

c. Observation

Observation functions to find out information in the classroom when the teaching and learning process takes place in the classroom. The teacher who acts as an observer will again observe the students' situation, whether they have

improved during learning in this second cycle or not by referring to the assessment indicators as in the previous cycle.

d. Reflection

The researcher again reflected to assess the research results. In this process, researchers will decide on the next steps by considering the results of teacher observers, problems during the research, and improvements experienced by students. If students experience improvement in cycle II, there is no need to continue in the next cycle.

The procedure is briefly explained in the following figure:

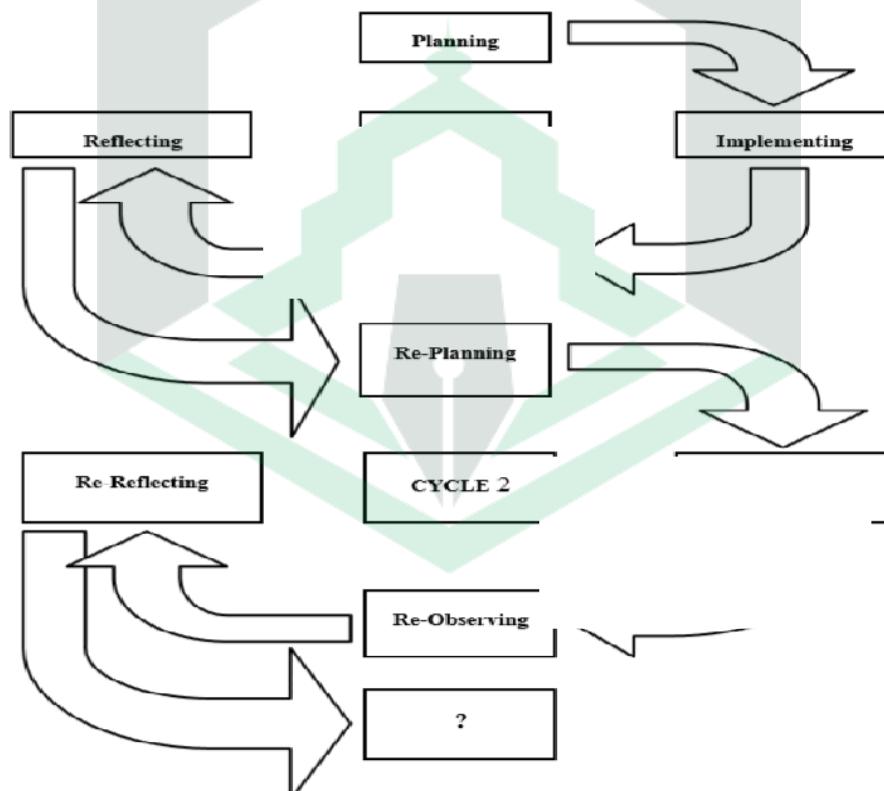


Figure 3.1 The Procedure of Research²⁸ (Arikunto : 2007)

²⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Fourth Revision, (Jakarta: Rineka Cipta, 2007), p. 134.

From the research procedure diagram, there are four steps in each cycle. The number of cycles used is adjusted to the results of the post-test conducted by the researcher. If in cycle I the students did not experience a significant increase or at least reached the good category, then the research continued to cycle II, and so on.

C. Instrument of the Research

This research uses four instruments. They are observation matriks and tests.

1. Observation Matriks

Observation is used to observe all activities that occur during the teaching and learning process. These activities include the activities of lecturers and students. The observation matrix that used in this research is as follows:

Table 3.1 Observation Matriks

No	Observed Aspects	Data Collection Methods
1	Students' motivation in writing	Observation
2	Students' understanding of CTL	Observation
3	Development of students' critical thinking	Observation
4	Student collaboration in learning	Observation
5	Use of reference sources by students	Observation
6	Assessment and feedback processes	Observation
7	Development of students' writing ability	Pre- and post-tests

2. Test

To get the data, the researcher gave a test. The researcher gave written tests before and after researching to students. In the pre-test, the researcher gave the topic "The Impact of the Covid-19 Pandemic" to students. Meanwhile, in the final test, the researcher asked students to write argumentative texts on the topic "The impact of social media on youth".

D. Technique of Collecting Data

The data collected by used the procedure below:

1. Observation sheet to collect qualitative data

It is used to observe all the conditions that occur during the teaching and learning process. It was filled in by the English teacher as an observer.

2. Tests to collect quantitative data

Steps to test collect quantitative data :

- Score student answers
- Find the average student grade
- Finding student difficulties

E. The Technique of Data Analysis

The data used in this study are qualitative and quantitative. Qualitative data is used to describe the situation during the teaching and learning process, and quantitative data is used to analyze student scores.

The researcher applied the following formula to find out the average student scores for each cycle as shown below:

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

Where:

\bar{X} : The mean of the students' score

Σx : The total score of students

N : The number of the students²⁹

To find members of the research master's degree student formula :

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage that got a score

R : The number of students who get marks

T : The total number of students³⁰

Student assessment categories can be seen in the following table:

Table 3.2 The Category of Scoring

No	Score	Category
1	90% - 100%	Very Good
2	80% - 89%	Good
3	65% - 79%	Fair
4	55% - 64%	Poor
5	0 % - 54 %	Very Poor

²⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p.315.

³⁰ *Ibid.*, 315.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of these researchers and a discussion of the findings. The findings are in the form of data obtained through a written test to identify results with the Contextual Teaching and Learning (CTL) strategy at MAN Palopo.

A. Findings

This research was conducted in a class of 20 students during a Classroom Action Research cycle. It is carried out in two cycles. Each cycle is carried out in two meetings.

1. Data Analysis

The research findings involved qualitative and quantitative data. Qualitative data were derived from observation sheets, while quantitative data were collected from student scores on test items.

a. Qualitative Data (Observation sheets)

Observation sheets were employed to monitor all activities that transpired during the teaching and learning process. These activities encompassed both teacher and student engagements. A group of 20 students constituted the class and were subject to observation during each session in cycles I and II. The observation findings were displayed in the subsequent table:

Table 4.1 Result of Observation Sheet

No	Observed Aspects	Score	Category
1	Students' motivation in writing	3	Very Good
2	Students' understanding of CTL	2	Good
3	Development of students' critical thinking	2	Good
4	Student collaboration in learning	2	Good
5	Use of reference sources by students	1	Bad
6	Assessment and feedback processes	2	Good

Based on Table 4.1, the improve in students' motivation in writing is in the very good category (3). Students' understanding of CTL, building critical thinking, collaboration in learning, and assessment and feedback are in the good category. While Use of reference sources by students is in the bad category (1).

b. Quantitative Data

The researcher obtained two types of data, namely the results of the pre-test and post-test (I and II) for the writing skills component. The object of the CTL strategy test was used to measure students' writing skills before and after treatment. Researchers also explain the average score, standard deviation, frequency, and other supporting sources of statistical items.

Pre-test

The pre-test is given before carrying out the treatment in cycle I. Students answer test questions from argumentative texts. After that, provide an explanation in making argumentative texts and also provide examples of argumentative texts to all students. Initial score data can be seen in the pretest score data can be seen in table 4.2 below:

Table 4.2 The Score of Students in Pre-Test

No	Respondents	Score of Test
1	R1	54
2	R2	55
3	R3	37
4	R4	63
5	R5	37
6	R6	53
7	R7	57
8	R8	73
9	R9	60
10	R10	55
11	R11	54
12	R12	52
13	R13	39
14	R14	52
15	R15	68
16	R16	65
17	R17	49
18	R18	74
19	R19	64
20	R20	65
Total		1126
Mean		56.30

Table 4.1 shows that the highest score obtained by students was 74 and the lowest score was 37. Meanwhile, the average score obtained by students in the Pre-Test was 56.30 (Poor category).

Table 4.2 to know students' classification in writing scoring points for the pre-test of this research.

Table 4.3 Classification in Writing Scoring of Pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	90% - 100%	0	0%
2	Good	80% - 89%	0	0%
3	Fair	65% - 79%	5	25%
4	Poor	55% - 64%	6	30%
5	Very Poor	0 % - 54 %	9	45%
Total		20		100%

Table 4.3 above shows the classification of students. The data showed that there were no (0%) students who got very good and good classifications, 5 students (25%) got fair classification, while 6 students (30%) got poor classification, and 9 (45%) students got very poor classification.

Cycle I

The first cycle was carried out in two meetings. Before the first cycle was carried out, a test was given to measure how far the students' mastery of reading was. First, they find it difficult to understand the meaning of argumentative texts, and they also look disinterested. It makes them very confused to answer the test questions. Many activities are carried out in this cycle. All activities are observed as follows:

- 1) Planning
 - a) Made lesson plan about argumentative text;
 - b) Designed steps in carrying out the concept of Contextual Teaching and Learning strategies in teaching writing argumentative texts;
 - c) Preparing material on argumentative text,
 - d) Prepare class observation sheets and tests (pre-test and post-test).

2) Action

Students answer greetings from the teacher. Then students listen to what the topic is, the purpose of learning argumentative texts, and the explanation of the concept of contextual learning models in learning argumentative texts. After that student gave their opinion about the argumentative text. Next, students listen to the meaning of argumentation text. Then the students worked on the exercises given by the teacher, namely writing argumentation texts about ".....". When finished, students collect papers in front of the class. Then students and teachers make conclusions about argumentative texts and close the class.

3) Observation

Preliminary tests were administered to the students. A significant number of students became confused while attempting the questions; a few even opted not to complete the test. Subsequently, after elucidating the Contextual Teaching and Learning model, students exhibited heightened interest and attentiveness, although not universally. Upon the implementation of the Contextual Teaching and Learning strategy, Miss Bebet, serving as an observer, assessed the class and the students' states during the teaching and learning sessions. During this cycle, Miss Bebet provided several recommendations and remarks concerning students who were yet to perform satisfactorily.

4) Reflection

All activities in cycle I have been carried out, student answers have been collected. Based on the activities in cycle I, it can be seen that students have not been able to understand the basics of making argumentative texts and have

difficulty making argumentative sentences in the first meeting. Then in the second meeting, students have experienced a slight increase, they have been able to understand a little about the basic structure of making argumentative texts and can compose simple argumentative sentences in 1-2 sentences. Based on this, the researcher held discussions with the subject teachers in the class and decided to continue to the second cycle because the results showed that the improvement in students' writing skills was still lacking.

Post-Test I

At the end of the cycle I meeting, the researcher gave a post-test to the students. The test on the post-test is the same as the test on the pre-test can be seen in table 4.4 below:

Table 4.4 The Score of Students in Post-test I

No	Respondents	Score of Test
1	R1	70
2	R2	65
3	R3	65
4	R4	65
5	R5	70
6	R6	80
7	R7	75
8	R8	85
9	R9	85
10	R10	75
11	R11	60
12	R12	80
13	R13	80
14	R14	65
15	R15	70
16	R16	75
17	R17	80
18	R18	75

19	R19	70
20	R20	80
	Total	1470
	Mean	73.50

Table 4.4 shows that the highest score obtained by students was 85 and the lowest score was 60. Meanwhile, the average score obtained by students in the Post-Test I was 73,50 (Fair category).

Table 4.5 to know students' classification in writing scoring points for the post-test I of this research.

Table 4.5 Classification in Writing Scoring of Post-test I

No	Classification	Score	Frequency	Percentage
1	Very Good	90% - 100%	0	0%
2	Good	80% - 89%	7	35%
3	Fair	65% - 79%	12	60%
4	Poor	55% - 64%	1	5%
5	Very Poor	0 % - 54 %	0	0%
	Total		20	100%

Table 4.5 above shows the classification of students. The data showed that no (0%) students got very good and very poor classifications, 7 students (35%) got good classifications, 12 students (60%) got fair classifications, and one student (5%) got very poor classifications.

Students who have increased but are still lacking. Average student pretest 56.3, and post-test I 73.5. So that the increase from pretest to cycle I was 17.2. Based on this, the research continued to the next cycle (cycle II) to achieve better results.

Cycle II

Based on the results that were carried out in the first cycle, it was found that the second cycle must be carried out to get better student achievement results than in the first cycle. All activities were observed by researchers as follows:

1) Planning

In planning, the researcher did:

- a) Prepare lesson plans related to learning, especially still about writing argumentative texts.
- b) In teaching writing argumentative texts through contextual learning strategies, namely: test questions, examples of argumentative texts and contextual learning.
- c) After the instrument was completed in the learning process through the contextual learning model, the researcher began teaching students.

2) Action

In the action session in cycle II, students were first given an example and then directed to answer correctly. The process of action in the second cycle is the same as the first cycle. Students make argumentative texts through contextual learning models and then students answer test questions. In this cycle students do not experience many difficulties and the mistakes made are not too big. After submitting their work, many students were successful in writing short argumentative texts.

3) Observation

In cycle II students enjoy writing argumentative texts more through contextual learning models. The situation in the class got better and the students were more active and all of them made argumentative texts seriously. Miss Bebet observed the second cycle which compared the situation in the classroom in the first cycle. Miss Bebet gave positive comments, Miss Bebet said that the conditions in the second cycle were better than in the first cycle. The students no longer feel confused and also enjoy every part of the class session.

4) Reflection

After completing Cycle II, the results showed that students experienced a significant increase in this cycle compared to the previous cycle. At the first meeting, the students were more focused and excited because they were able to understand better about argumentative texts. Furthermore, in the second meeting, students were able to write argumentative texts with a better structure, although they were not perfect because of their limited vocabulary. Students have been able to compose argumentative texts about everyday life. With a fairly good improvement and reaching standards, the researchers concluded that the research was not continued in cycle III.

Post-Test II

In the current cycle II, item scores were also collected as in the pre-test and cycle I, there was an increase such as the pre-test to cycle I. And an increase was found in student achievement in writing ability, the score can be seen below:

Table 4.6 The Score of Students in Post-test II

No	Respondents	Score of Test
1	R1	75
2	R2	85
3	R3	80
4	R4	85
5	R5	90
6	R6	80
7	R7	90
8	R8	85
9	R9	90
10	R10	80
11	R11	90
12	R12	85
13	R13	80
14	R14	90
15	R15	90
16	R16	85
17	R17	90
18	R18	80
19	R19	80
20	R20	85
Total		1695
Mean		84.75

Table 4.6 shows that the highest score obtained by students was 90 and the lowest score was 75. Meanwhile, the average score obtained by students in Post-Test II was 84.75 (Good category).

Table 4.7 to determine the classification of students in writing score points for the post-test II of this research.

Table 4.7 Classification in Writing Scoring of Post-test II

No	Classification	Score	Frequency	Percentage
1	Very Good	90% - 100%	7	35%
2	Good	80% - 89%	12	60%
3	Fair	65% - 79%	1	5%
4	Poor	55% - 64%	0	0%
5	Very Poor	0 % - 54 %	0	0%
Total		20		100%

Table 4.7 above shows the classification of students. The data showed that 7 students (35%) were classified as very good, 12 students (60%) were classified as good, one student (5%) was classified as fair, and no student (0%) was classified as poor and very poor.

Based on the results of the pre-test, cycle I, and cycle II, there was an increase in students' ability to write argumentative texts through contextual learning. Can be seen in table 4.8 below:

To find out the average value of students' Pre-test and Post-test can be seen in table 4.8 below:

Table 4.8 The Mean Score and Standard Deviation of Pre-test, Post-test I and Post-test II of Students in Experimental Class

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	37	74	56,30	10,658
Post-test I	20	60	85	73,50	7,273
Post-test II	20	75	90	84,75	4,723
Valid N (listwise)	20				

Table 4.8 above shows a significant increase before and after being given treatment in the learning process. In the pre-test, a minimum score of 37 was

obtained, a maximum score of 74, and an average score of 56.30 and a standard deviation of 10.658. Then, the minimum score in the first post-test is 60, the maximum score is 85, the average value is 73.50, and the standard deviation is 7.273. Whereas in the second Post-test, the minimum score is 75, the maximum score is 90, the mean is 84.75 and the standard deviation is 4.723. In conclusion, the average score of the post-test is higher than the pre-test.

B. Discussion

This section presents a discussion of the results of data analysis. This research was conducted in five stages, namely pre-test, cycle I, post-test I, cycle II, and post-test II. In the first step, the researcher gave the students a pre-test to find out their initial ability in writing argumentative texts. It seems that students do not understand the exam questions. The results of the pre-test showed that students were still lacking in writing ability. The highest score obtained by students was 74. This proved that students did not understand what to write in the argumentation text even though the researcher had determined the title.

In the second step, the researcher applies the CTL strategy which consists of four steps, namely planning, action, observation, and reflection. In cycle I it was carried out in two meetings. At the first meeting the researcher explained about the Argumentative text material but the students did not really understand it so they were still unable to write argumentative texts. However, in the second meeting when students were asked to write arguments about "Economic Disparities", students began to understand the basic structure of argumentative texts so that there was a slight increase compared to the first meeting.

The next step the researcher took at the end of Cycle I was to give a post-test. This was done to measure students' writing ability after passing cycle I. In post-test I students could understand the questions slightly better than when doing the pre-test. The results of post-test I showed an increase in students' writing skills but not significant. The average score obtained by students in the pre-test was 56.30 (poor category), while in the post-test I was 73.50 (fair category). This shows an increase of 17.20, which means that the improvement in students' writing skills still needs to be improved, so the researcher continues in cycle II.

In cycle II, the researcher again made a plan about what to do by considering the results of observations from cycle I. In this stage, the researcher re-explained the argumentative text more specifically and gave several examples in the hope that students could understand it more easily. Just like the previous cycle, cycle II was also conducted in two meetings. At the first meeting, students were able to make argumentation texts even though they were still in a few sentences and not yet perfect. Whereas in the second meeting, students were able to make argumentative text better according to the directions of the researcher and the subject teacher.

After completing cycle II, the researcher again gave a post-test to students to measure whether there was an increase from before continuing to cycle II and afterwards. In doing the test this time, students can be more focused and calmer. The score obtained by students in the post-test II was 84.75 (good category). This shows that there is an increase in students' writing ability from pre-test to post-test

II, which is equal to 28.45. This is in line with the findings by Panjaitan,³¹ contextual learning is defined as an educational process that is able to motivate students to better understand the meaning of learning a competency and place it in a personal, social and cultural context. Contextual Teaching and Learning (CTL) is a learning approach that connects the material presented with the environment outside the school.

Similar results were also shown in a study conducted by Aldofina, et al³² and also Gita Sri. J and Yenni Rozimela³³ who showed that there was a significant increase in students' writing skills using the Contextual Teaching and Learning Strategy. In each of these studies it was found that the average score between cycle I and cycle II had a significant difference.

On the other hand, there are several shortcomings in this study, such as the research time which is quite short so that students experience a little boredom in learning, the number of students' vocabulary is still lacking so that some students have difficulty in compiling argumentative sentences, and some students seem unfocused during learning takes place.

³¹ Dea Handini, Diah Gusrayani, Regina Lichteria Panjaitan, "Penerapan Model Contextual Teaching And Learning Meningkatkan Hasil Belajar Siswa Kelas IV Pada Materi Gaya," *Jurnal Pena Ilmiah* 1, no. 1 (2016): 451-460.

³² Aldofina M.S. Moybeka, et al, "Developing EFL Students' Writing Ability Through Contextual Teaching and Learning (A Classroom Action Research Study)," *E-CLUE: Journal of English Culture, Language, Literature, and Education* 11, no.1 (2023): 79-97, <https://doi.org/10.53682/eclue.v1i1.6107>.

³³ Gita Sri Jayanti and Yenni Rozimela, "Using Contextual Teaching and Learning (CTL) Strategy to Improve Students' Writing Skill," *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021): Advances in Social Science, Education and Humanities Research* 624, (February 2022): 110-114, <https://doi.org/10.2991/assehr.k.220201.020>.

Based on the results of research conducted by researcher and findings from various previous research, the researcher concluded that the use of Contextual Teaching and Learning (CTL) strategies was able to make a major contribution in improving students' writing skills. This is because the CTL strategy can help students better understand the text because this learning approach connects the material presented with the environment outside the school.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter reviews the research findings and follows advice for English learners and research educators.

A. Conclusion

Based on the results of the research and discussion, the researcher concluded that there was a significant increase in students' writing skills through Contextual Teaching and Learning strategies in the twelfth-grade students of MAN Palopo. This can be seen in the results between the pre-test, post-test I and post-test II. Post-test II scores were higher than pre-test and post-test I scores. Based on field conditions, this research was conducted in two cycles because students' skill had not improved significantly after cycle I, so they continued to cycle II. In addition, the results of observations made by researcher found that the progress of teaching writing through Contextual Teaching and Learning (CTL) was in the good category.

B. Suggestion

Based on these conclusions, the researcher conveys some suggestions and recommendations as follows:

1. The teachers can apply the use of Contextual Teaching Learning (CTL) strategies in teaching English, especially in teaching writing skills. However, in using this strategy, the teacher needs to do a number of things for this learning to be successful, such as choosing the right topic to use in teaching writing. Teachers must be selective in choosing the right learning materials

and in accordance with the CTL strategy. In addition, the teacher must also control students to stay focused on the lesson because students are usually too engrossed and forget that they are studying.

2. For students, should be more active in learning to write. They can use the CTL strategy as an easy and fun alternative to learning to write. In addition, students must focus on paying attention to the teacher's explanation so that the lesson can be understood.
3. For further researcher, the researcher suggests applying Contextual Teaching and Learning (CTL) as an approach in teaching writing. Researchers hope that later researchers will use writing learning materials other than argumentative texts in their research. In addition, the researcher suggests paying attention to the weaknesses in this research, such as the possibility of selecting topics that could have a negative impact on students and future researchers, so that the results of future research can be better.

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LESSON PLAN

Meeting 1

School : Madrasah Aliyah Negeri Palopo
Subject : English (Writing)
Class : XII
Material : Argumentative Text
Time Allocation : 2x45 Minutes

A. CORE COMPETENCIES

KI-3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in a specific field of study in accordance with their talents and interests to solve problems

KI-4: Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, and able to use methods according to scientific principles.

B. COMPETENT ACHIEVEMENT INDICATORS

1. Able to formulate a clear statement of opinion and arguments related to the topic being debated.
2. Able to present evidence to support arguments using data, facts, or quotations from authoritative sources.
3. Able to organize arguments in a structured and logical manner in an argumentative text.
4. Able to respond critically to opponent's arguments and provide strong countermeasures.
5. Able to convey arguments orally using clear and effective language.
6. Able to write argumentative texts with the use of appropriate and cohesive structures.

C. LEARNING OBJECTIVE

1. Students are able to identify and understand the elements of argumentative text.
2. Students are able to compose statements of opinion and strong arguments.
3. Students are able to present evidence that supports arguments effectively.
4. Students are able to respond sensitively to opposing arguments and provide strong rebuttals.
5. Students are able to convey arguments orally clearly and fluently.
6. Students are able to write argumentative texts using the right structure.

D. LEARNING METHOD

Cooperative Learning

E. LEARNING APPROACH

Contextual Teaching and Learning (CTL)

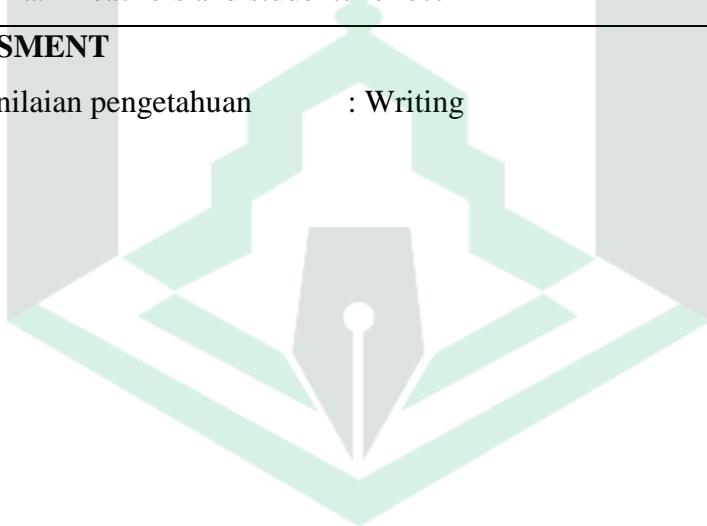
F. STEP OF LEARNING ACTIVITIES

No	Activities	Times
1	Initial Activities	
	a. Opening the class	2 Minutes
	b. The teacher checks the presence of students	3 Minutes
	c. Apperception	5 minutes
2	Core Activities	
	a. Students listen to the teacher's explanation of KD and learning objectives.	5 minutes
	b. The researcher gives an explanation regarding the argumentative text material and gives examples.	5 minutes
	c. The researcher divides students into several small groups consisting of 5 people and conveys the topic of material that will be made arguments for each group	15 minutes

	d. Students discuss the material that has been given to their group mates, express their opinions, compile and write down arguments, and appoint group representatives to present what they have compiled.	30 minutes
	e. Representatives of each group read the results of their discussion in front of the class and other groups will respond or ask questions.	10 Minutes
	f. The whole group submits their work to the researcher and the researcher will provide some responses	5 minutes
3	End Activitie a. Teachers and students reflect	10 minutes

G. ASSESSMENT

1. Penilaian pengetahuan : Writing



LESSON PLAN

Meeting 2

School : Madrasah Aliyah Negeri Palopo
Subject : English (Writing)
Class : XII
Material : Argumentative Text
Time Allocation : 2x45 Minutes

A. CORE COMPETENCIES

KI-3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in a specific field of study in accordance with their talents and interests to solve problems

KI-4: Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, and able to use methods according to scientific principles.

B. COMPETENT ACHIEVEMENT INDICATORS

1. Able to formulate a clear statement of opinion and arguments related to the topic being debated.
2. Able to present evidence to support arguments using data, facts, or quotations from authoritative sources.
3. Able to organize arguments in a structured and logical manner in an argumentative text.
4. Able to respond critically to opponent's arguments and provide strong countermeasures.
5. Able to convey arguments orally using clear and effective language.
6. Able to write argumentative texts with the use of appropriate and cohesive structures.

C. LEARNING OBJECTIVE

1. Students are able to identify and understand the elements of argumentative text.
2. Students are able to compose statements of opinion and strong arguments.
3. Students are able to present evidence that supports arguments effectively.
4. Students are able to respond sensitively to opposing arguments and provide strong rebuttals.
5. Students are able to convey arguments orally clearly and fluently.
6. Students are able to write argumentative texts using the right structure.

D. LEARNING METHOD

Problem-Based Learning

E. LEARNING APPROACH

Contextual Teaching and Learning (CTL)

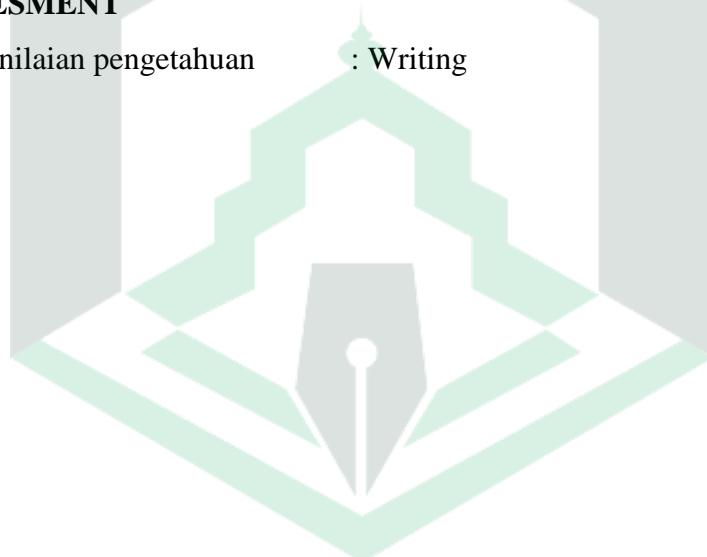
F. STEP OF LEARNING ACTIVITIES

No	Activities	Times
1	Initial Activities	
	a. Opening the class	3 Minutes
	b. The teacher checks the presence of students	4 Minutes
	d. Apperception	5 minutes
2	Core Activities	
	a. Students listen to the teacher's explanation of KD and learning objectives.	5 minutes
	b. The researcher gives a reflection about learning in the previous meeting.	5 minutes
	c. The researcher explains the learning methods that will be used in the second meeting and introduces the problem of "Digitalization of Education" which is the topic of learning	15 minutes

	d. Students collect data and facts related to the impact of digitalization in education through various sources and then arrange them in argumentative texts.	30 minutes
	e. Students are asked to present in front of the class facts, evidence, and reasons that support their arguments clearly and persuasively.	11 Minutes
	f. The whole group submits their work to the researcher.	5 minutes
3	End Activities a. Teachers and students reflect	10 minutes

G. ASSESSMENT

1. Penilaian pengetahuan : Writing



INSTRUMEN OF THE RESEARCH

A. PRE-TEST

Introductions:

1. Before starting the class, the researcher prepared the class
2. Then the researcher explained the research method
3. Provision of Pre-test, for the first meeting the researcher gave a written test to the students then the researcher asked them to write an argument about "The impact of the Covid-19 pandemic".

B. POST-TEST

Introductions:

1. Before starting the class, the researcher prepared the class
2. Then the researcher explained the research method
3. Provision of Pre-test, for the first meeting the researcher gave a written test to the students then the researcher asked them to write an argument about "The impact of Social Media on Youth".

RESULT OF STUDENTS' PRE-TEST

Nama : Fatima Azzahrah
Kelas : XII MIA 1

"The impact of the covid-19 Pandemic"

There are many impact cause by the covid-19 Pandemic, especially student like me. When the Pandemic happen & just graduate from high school, we do final exam from home, continue study in Senior High School but because of Pandemic we just study online make me really lazy to do anything that makes my test scores decreased, and ~~this is~~ not happen only I thing this is not just happening to me, cause my friends also feel the same thing and I also read in internet that one of the big ~~problem~~ impact of the covid-19 Pandemic for the education is Decrease in learning achievement.

No.: Date:

Name: Nathalia
 Class: 12 MIA 1

"The Impact of the COVID-19 Pandemic."

First of all, Pandemic disrupted the world ways unimaginable.
 As we look back on the past two years, it is apparent
 that one of the most ~~new~~ sectors was education. Neither the
 world nor educational institutions were prepared to embrace
 the shift online platforms brought on at lightning speed.

Nama : Pratiwi

Kelas : 12 MIA I

The impact of covid-19 Pandemic

→ Covid Pandemic make we can't meet my friends. It is because we have to stay at home. also we can't go to public place free like before, and have to be careful near people. Before covid I can eat outside with my friend, but because covid we can't do that. When pandemic the school is close and we learn online and its not good because I can't understand the lesson like when its not online.

RESULT OF STUDENTS' POST-TEST I

Nama : fatima Azrahrah

Kelas: XII MIA 1

"The Impact of Social Media of Youth"

Based on what I have read on the Internet, Social Media is online media used to communicate and interact with fellow users, but the existence of social media does not rule out the possibility of having an impact on the young generation of youth especially for the young generation like me. Based on what I've experienced and what I saw around me. I think Social Media not only has a negative impact but also has many positive impact. For example we can interact with people or our family who are far from us, also we can make friends with people from all walks of life, and with social media we can see the whole world without having to travel around the world. For me Social media really helps me in overcoming the problems of my life. Social media is a place where I look for entertainment for a moment to escape the problems I face.

No.:

Date:

Name : Nathalia

Class : 12 MIA 1

"The Impact of Social Media on Youth."

The impact of social media on youth can be both

positive and negative, depending on how it is used.

Positive effect :

Social media can help us for connect with friends

and family who live far away, fostering a sense of community and belonging.

Negative effect :

Social media can contribute to cyberbullying, as may

feel emboldened to say things online that they would not

say in person, leading to feelings of isolation, anxiety and depression

Nama: Pratiwi

Kelas: 12 MA T

The impact of social media on youth

→ The impact of social media can be good or bad. It is good because we can communicate with people that far away and make many new friends. We can share positive things and express ourself on social media. The bad of social media is there are sometimes bad content that can influence the youth. Also there is many bullying on social media.

RESULT OF STUDENTS' POST-TEST II

Nama : fatima Azrahrah

Kelas: XII MIA 1

"The impact of social media of youth"

Based on what I have read on the Internet, Social Media is online media used to communicate and interact with fellow users, but the existence of social media does not rule out the possibility of having an impact on the young generation of youth especially for the young generation like me. based on what I've experienced and what I saw around me. I think Social Media not only has a negative impact but also has many positive impact. for example we can interact with people or our family who are far from us, also we can make friends with people from all walks of life, and with social media we can see the whole world without having to travel around the world. ~~is~~ ~~travelling~~ and for me social media really helps me in overcoming the problems of my life, social media is a place where I look for entertainment for a moment to escape the problems I face.

No.:

Date:

Name : Nathalia

Class : 12 MIA 1

"The impact of social media on youth."

Social media allows teens to create online identities, and build social networks. Teens also use social media for entertainment and self-expression. And the platforms can expose teens to current events, allow them to interact across geographic barriers and teach them to interact across geographies about a variety of subjects, including healthy behaviors.

Nama: Pratiwi

Kelas: 12 MIA I

The impact of social media on youth

→ For youth, media social can give many information we need. It is easy to communicate with friends or family with social media. But social media can be bad because of negative effect. For example youth become addict to social media and forget about real life. They spend all day playing with phone and scroll the social media and sometimes forget their task.

DOKUMENTATIONS



Pre-test: The researcher gave pre-test questions and controlled them in working on these questions



Cycle I: Students try to make simple Argumentative texts



Post-test I: The researcher gave post-test questions



Cycle II: Action step in cycle II



Post-test II: The researcher gave post-test questions and students start working on it.





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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpo : (0471) 326048

IZIN PENELITIAN

NOMOR : 925/IP/DPMPTSP/VII/2023

ASLI

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : MITA YUMEI ANASTASYA
Jenis Kelamin : Perempuan
Alamat : Jl. Tandipau Kota Palopo
Pekerjaan : Mahasiswa
NIM : 16 0202 0150

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS` SKILL IN WRITING ARGUMENTATIVE TEXTS THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) AT THE TWELFTH GRADE STUDENTS OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian : 25 Juli 2023 s.d. 25 Agustus 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.



WAHYUDIN, M.S.AN, MM
Pangkat : Pembina
NIP : 19761005 201001 1 003

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



SURAT KETERANGAN

Yang bertandatangan di bawah ini menerangkan bahwa mahasiswa (i) yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan:

Nama	:	Mita Yumei Anastasya
Nim	:	16 0202 0150
Program Studi	:	Pendidikan Bahasa Inggris
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

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Lacar Mengaji

Bisa mengaji, tapi belum lancar



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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Mita Yumei Anastasya

NIM : 16 0202 0150

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

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CURRICULUM VITAE



Mita Yumei Anastasya, usually called yume was born on May 15th, 1999 in Palopo. The writer is the daughter of Marnadius and Rosita Baba. The writer is the only child of the writer completed her education in elementary level at SDN 233 Batara in 2010. In 2013, she graduated from SMPN 2 Palopo and graduated from SMAN 1 Palopo in 2016.

In the same year, the writer continued her study in State Islamic Institute of Palopo (IAIN PALOPO) at the Tarbiyah and Teacher Training Faculty of English Education Study Program. In the final stage of completing the study, the writer compiles a thesis under the title “ Improving Students’ Writing Skill Text Through Contextual Teaching Learning (CTL) at The Twelfth-Grade Students of MAN Palopo” as the requirement to obtain the bachelor’s degree in the undergraduate program (S1).