IMPROVING STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) AT MTs N 2 KOTAMBAGU

THESIS

Submitted as Partial Requirement for the Degree
of Education (S.Pd) In English Education Study Program
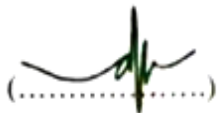
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THESIS RATIFICATION

This thesis titled "Improving Students Writing Skill in Descriptive Text Through Contextual Teaching and Learning (CTL) At MTs N 2 Kotamobagu" complied by Intan Bareng with student registration number 17.2.6.026 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on October 26th 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.
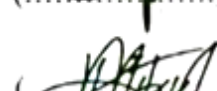
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ABSTRACT

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Study Program   : English Education
Title   : Improving Students Writing Skill in Descriptive Text Through Contextual Teaching and Learning (CTL) at MTs N 2 Kotamobagu.

The objectives of this research are: (1) to investigate the implementation of Contextual Teaching and Learning (CTL) in teaching descriptive text to the VIII A students of MTs Negeri 2 Kotamobagu in the academic year of 2021/2022, (2) to improve students writing skill in descriptive text by employing Contextual Teaching and Learning. The design of the research is Classroom Action Research. The research was conducted at MTs Negeri 2 Kotamobagu from July until August 2021. The subjects of this research were the eighth grade students of MTs Negeri 2 Kotamobagu in 2021/2022 academic year. It consists of 26 students. This classroom action research was conducted in two cycles. Each cycle consisted of four steps: plan, action, observation, and reflection. The data were collected from qualitative and quantitative techniques. The qualitative data were collected by using field note and observation, and the quantitative data were collected by using test. These data was analyzed using mean to see the improvement of pre test and cycle test and to get a conclusion as the result of this research. The findings show that Contextual Teaching and Learning (CTL) can improve students' writing skill in descriptive text. By using Contextual Teaching and Learning the students comprehend the material taught and the language all at once. The implementation of CTL can help the students writing skill based on their life experiences with the help of picture strategies. Therefore, it is easier for students' to write descriptive text. The improvement of students' writing skill can be seen by the achievement of students' test score. The main score of pre test was 66.15, the main score of post test 1 was 71.73, and the main score of post test 2 was 81.11. It means that post test 1 was higher than pre test and post test 2 was higher than post test 1. It can be concluded that the implementation of Contextual Teaching and Learning can improve writing skill and increase motivation of the students.

Keywords: Teaching writing, descriptive text, contextual teaching and learning (CTL)

ABSTRACT

Name   : Intan Bareng
SRN   : 17.2.6.026
Faculty   : Tarbiyah and Teacher Training
Program Study   : English Education
Title   : Improving Students Writing Skill in Descriptive Tex
                     Through Contextual Teaching and Learning (CTL) at MTs
                     N 2 Kotamobagu

Tujuan penelitian ini adalah: (1) untuk mengetahui proses pelaksanaan Contextual Teaching and Learning (CT) dalam pembelajaran teks deskriptif pada siswa kelas VIII A MTs Negeri 2 Kotamobagu tahun ajaran 2021/2022, (2) untuk mengetahui peningkatan dalam menulis teks deskriptif pada siswa VIII A MTs Negeri 2 Kotamobagu tahun ajaran 2021/2022 setelah menggunakan Contextual Teaching and Learning. Desain penelitian ini adalah Penelitian Tindakan Kelas. Penelitian dilaksanakan di MTs Negeri 2 Kotamobagu pada bulan Juli sampai Agustus 2021. Subyek penelitian ini adalah siswa kelas VIII A MTs Negeri 2 Kotamobagu tahun ajaran 2021/2022. Terdiri dari 26 siswa. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat langkah: rencana, tindakan, observasi, dan refleksi. Pengumpulan data dilakukan secara kualitatif dan kuantitatif. Data kualitatif dikumpulkan dengan menggunakan catatan lapangan dan observasi, dan data kuantitatif dikumpulkan dengan menggunakan tes. Data tersebut dianalisis dengan menggunakan mean untuk melihat peningkatan pre test dan cycle test dan untuk mendapatkan kesimpulan dari hasil penelitian ini. Hasil penelitian menunjukkan bahwa Contextual Teaching and Learning (CTL) dapat meningkatkan keterampilan menulis siswa dalam teks deskriptif. Dengan menggunakan Contextual Teaching and Learning siswa dapat memahami materi yang diajarkan dan bahasa sekaligus. Penerapan CTL dapat membantu keterampilan menulis siswa berdasarkan pengalaman hidupnya dengan bantuan strategi gambar, sehingga memudahkan siswa dalam menulis teks deskriptif. Peningkatan keterampilan menulis siswa juga didukung oleh pencapaian nilai ujian siswa. Nilai utama dari pre test adalah 66.15, nilai mean dari post test 1 adalah 71.73, dan nilai mean dari post test 2 adalah 81.11. Artinya post test 1 lebih tinggi dari pre test dan post test 2 lebih tinggi dari post test 1. Dapat disimpulkan bahwa penerapan Contextual Teaching and Learning dapat meningkatkan keterampilan menulis dan meningkatkan motivasi siswa.

Kata kunci: Pengajaran menulis, teks deskriptif, pembelajaran kontekstual (CTL)

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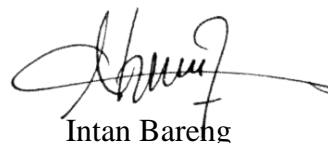
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Finally, the researcher hopes this thesis can be useful for the other researcher, readers. The criticism and suggestion will be useful for the researcher in corresting the mistakes and the weakness of this writing.

Manado, 19th August 2021

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PERNYATAAN KEASLIAN SKRIPSI

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Judul   :Improving Students Writing Skill in Descriptive Text
                         Through Contextual Teaching and Learning (CTL) At MTs
                         N 2 Kotamobagu.

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar
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Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 15 Oktober 2021

Penulis

Intan Bareng

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CHAPTER I
INTRODUCTION

A. Background Of The Study

Writing is a skill in English which should be improved especially writing academically because writing requires complex skills such as the creation of ideas, variations in vocabulary as well use of good and correct grammar. Writing not only as a means to communicate, but also as a medium learning, and producing idea. Therefore, writing can be made as a means to pour everything inspiration in various forms, such as stories, despite the various difficulties encountered inside writing, especially writing in context English.

Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards states that learning aims to build and discover students' identities through an active, creative, effective, and fun learning process. To support the achievement of these goals, the development of student competencies must be adjusted to the potential, development, needs, and interests of students, as well as environmental demands.[1]

Based on researcher observation when she conducts teaching practice the eighth grade students MTs Negeri 2 Kotamobagu, in English subjects, students must understand and make several short functional texts such as procedure, descriptive, recount, narrative, and report. In fact, students experience many difficulties in writing texts. Students have difficulty arranging paragraphs and grammar usage. There were many mistakes in their writing in grammar, mechanic, and also lack vocabulary. The problem is that they do not realize or do not know what they have done wrong. The students' problems in writing are caused by the difficulty of expressing ideas

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[1]Regulation of the Minister of National Education of the Republic of Indonesia , Number 35 of 2006 1, 1–35.

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in writing and by their lack of knowledge about language components such as vocabulary and grammar. The low level of students' writing skills is also shown through the following indicators. From the competence of writing skill, the indicators are: the students often make mistakes in presenting ideas for their writing. They often find difficulties in exploring ideas to write. Many students find it difficult to think actively to find ideas to write. They say that sitting in front of a blank sheet of paper is scary and do not know what to write. The researcher concluded that they found it frustrating to discover how difficult it was to transfer thoughts and feelings from their heads onto a sheet of paper.

Based on researcher observation, she concludes that the eighth-grade students of MTs Negeri 2 Kotamobagu have a big problem in applying the appropriate tense for their texts. The student's choice of words is a further indicator of their low writing ability. The limited choice of words makes it difficult for students' to apply the appropriate words to express their ideas. The last indicator is the lack of cohesiveness of students. This has to do with the way they are written. Students do not have specific guidelines on how to write systematically. They also have limited knowledge about word transition. From the writing class, the indicators are: students sometimes complain when asked to write. They tend to be low motivated in writing. Monotonous techniques used by teachers can cause this condition.

In this context al Qur'an 68 (Al Qalam) 1-2 has explained it, among others;

<div dir="rtl">

نَ ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ(١) مَآ أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ(٢)

</div>

Translation:

"Nun. For the sake of the pen and what they wrote, by the grace of your Lord you (Muhammad) are not crazy" (QS. Al-Qalam 1-2).[2]

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[2] Ministry of Religion of the Republic of Indonesia, *AL-Qura'an*, Version 2. (Indonesia: Ministry of Religion of the Republic of Indonesia).

According to Ibn Kathir Ismail bin Umar Al-Quraishi bin Katsir, the Almighty Allah says in Holy Qur'an: "Read, andyour Lord is the Most Gracious who teaches (human) through the pen. Allah though the human what they did know". That is an oath from Allah as well as a reminder for his creatures of what he has bestowed on them, in the form of teaching writing with which knowledge is obtained.[3]

According to religion ministry, this verse, Allah swears by the qalam (pen) and everything that is written with it. This is to state that qalam is one of the great blessings bestowed by Allah on humans, in addition to being good at talking and explain things to others. With qalam, people can record the teachings of Allah's religion that were conveyed to their race, and record the knowledge of Allah that has just been discovered. With the surah written in the qalam, people can educate and educate their nation, and many more benefits that humans get in that qalam.[4]

Based on the context in the Qur'an 68 (Al-Qalam) 1-2 means that writing skill is very important to be taught because by the writing we can share information and knowledge.

There are many techniques and methods that can be used to help students write easily and correctly. They can help students organize their ideas and reduce their difficulty in writing activities. One of the methods is Contextual Teaching and Learning method (CTL). Several techniques and methods can be used to help students write easily and correctly. They can help students organize ideas and reduce their difficulty in writing activities. One of them is the Contextual Teaching and Learning (CTL) method. The researcher will use self writing technique for teaching writing. Students can write by themself what their feel and the strategy that will use in learning to improve students' writing skills is to use pictures. Students will be described according

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[3] Syaikh Ahmad Muhammad Syakir, *Mukhtashar Tafsir Ibnu Katsir,* 6th edn (Jakarta: Darus Sunnah, 2012).

[4] Ministry of Religion of the Republic of Indonesia, *AL-Qura'an*, Version 2. (Indonesia: Ministry of Religion of the Republic of Indonesia).

to the picture that the researcher has given. By conducting classroom action research that applies CTL, it is hoped that teachers can improve students' writing skills. Contextual teaching and learning approach because it helps teachers connect to content that students' learn academically with real world situations that usually students experience. It inspires students to make connections between their knowledge and their lives.[5]

CTL is chosen because it has many advantages to apply in teaching writing for students' in eighth grade. This can be applied to narrative, descriptive, expository, and persuasive forms of writing. CTL has clear steps to follow, so students' will not be confused. It uses interesting features, so the students' will not be bored. The step by step approach used can make the students' be accustomed to writing systematically. By using CTL, the students will easily brainstorm the ideas to write and explore the details. They will write systematically in an organized way. Basically CTL, encouraging students' can construct knowledge through a process of contemplation observation and experience.

For these reasons, the researcher conducts classroom action research (CAR) for the eighth graders of MTs Negeri 2 Kotamobagu.

B. Research Questions

1. How is the implementation CTL to teach descriptive text to the VIII A students' at MTs Negeri 2 Kotamobagu?
2. How is the improvement of students' writing skill in descriptive text of VIII A students' of MTs Negeri 2 Kotamobagu after using CTL?

C. Limitation Of The Research

The researcher only wants to focus on how to improve students' writing skill through CTL. The material is limited on Descriptive text given to the eighth grade students of MTs Negeri 2 Kotamobagu.

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[5] Elaine B. Jhonson, *CTL Contextual Teaching & Learning Menjadikan Kegiatan Belajar-Mengajar Mengasyikan Dan Bermakna*, Edition. T (Bandung: Mizan Learning Center, 2011)

D. Significance Of The Research

1. For the students

   Applying CTL can increase students' confidence in writing and they will have the courage to perform their writing in front of the class.

2. For the teachers

   This research can be use to develop innovative writing teaching and learning techniques so that the quality of learning can be improve.

3. For the school

   The results of this study can be a parameter in the development of learning innovations for other teachers and can also motivate them to develop other innovations with different strategies.

E. Definition Of Key Term

The following are given to make the researcher have the same perception for some terms used in this study to avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain them. The terms are to be defined as follow:

1. Writing skill are specifics abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. There are some different definitions of writing explained by some different linguists. Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.

2. Descriptive text is a text that says what a person or something looks like. Its purpose is to describe and express a particular person, place, or thing. As Pardiyono states description is a type of written text which has a specific function to describe an object (human or non-human).

3. Contextual teaching and learning (CTL) is aconception of teaching and learning that helps teachers relate subject matter content to the real-world situation and motivates. CTL is an approach that involves students who are active in the learning process to find concepts that are learned through student' knowledge and experience.

CHAPTER II
REVIEW OF RELATED LITERATURES

This chapter presented about the review of related literature previous study and conceptual framework. The review on writing explained about definition of writing, writing process, teaching writing ability, the purpose of writing, type of text, classroom action research, and contextual teaching and learning.

A. **Review of Literatures**

This study is conducted an improving students' writing skill through contextual teaching and learning (CTL). The research method used in this study is a classroom action research method. In conducting research, the theories are needed to explain some concept or term applied in the research concerned.

1. Definition of Writing

Writing is one of the four language skills apart from listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with their purpose. Writing is used as an aide-memoire or practice tool to help students practice and work with the language they have learned. We might, for example, ask the class to write five sentences using a specific structure, or use five new words or phrases they have learned. Writing activities like this are designed to reinforce students.[1]

The next definitions given by Harmer, writing is away to produce language and express idea, feeling and opinion. Furthermore, he said that writing is a process that is often written by people who are strongly

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[1] Jeremy Harmer, *How to Teach Writing* (Logman: Person Education Limited, 2007).

influenced by genre constraints, and then these elements must be present in learning activities.[2]

Another definition given by Linse, according to him writing is a combination of process and product. Process refers to the act of gathering ideas and working on them until they are presented in a way that is polished and understood by the reader.[3]

In line with Linse, Marianne Celce-Murcia and Elite Olshtain define writing as the production of the written word that produces a text, but the text must be read and understood.[4]

From the above definition, the researcher can concluded that writing is one way to produce language that comes from thinking. By using writing, people can share their ideas, feeling or anything that exists in their mind. It's also a creative process and good writers must learn toclearly communicate their ideas to an invisible audience. Posts will be read whenever the author is not around.

2. Writing Process

Writing Process Generally, the writing process is seen as consisting of five stages: Prewriting, drafting, revising, editing, and publishing. The fifth stage of the writing process is a framework for writing well and easily.[5]

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[2] Jeremy Harmer, *How to T Each Writing* (Logman: Person Education Limited, 2004).

[3] Linse Caroline, *Practical English Language Teaching: Young Learners* (New York: McGrow Hill, 2006).

[4] Celce-Murcia Marianne and Elite Olshtain, 'Discourse and Context in Language Teaching', *The United Kingdom. Cambridge University Press*, 2000, 142.

[5] Linse Caroline, *Practical English Language Teaching: Young Learners* (New York: McGrow Hill Companies, 2005)

a. Prewriting

Prewriting is a time to focus your brain. Prewriting is thinking, talking, reading, and writing about the topic before writing a first draft such as brainstorming.

Brainstorming is a quick way to generate lots of ideas about a subject. The goal is to list as many ideas as possible without worrying about how to use them. They can include words, phrases, sentences, or even questions.

b. Drafting

This actually wrote the first draft of the work. After thinking about the topic and doing the necessary prewriting, the next step in the writing process is writing paragraphs. When writing the first draft of a paragraph, the ideas generated from the pre-writing are used as a guide.

c. Revising

It's almost impossible to write the perfect paragraph the first time. After completing the first draft, a writer must find a way to improve it. This step is called revising. Many students believe that the revision is about correcting grammar, spelling, and mechanics. Although these points are important, revision is mainly concerned with clarifying ideas. Revisions may require the author to remove sentences, paragraphs, or even pages to clarify a work or to add sentences, paragraphs, or even pages. This draft is only an attempt, but revision is an attempt to understand the writing.

d. Editing

After you revise your essay to the content and style, you are ready to edit a tick and correct errors in grammar, punctuation, and spelling. Students often find it difficult to edit their writing carefully. Often students find it hard to edit Reviews their writing carefully. They have put so much, or so little, work into their writing that it almost pains them to look at the essay one more time. You may have willed to cover this important step in the process of writing. Remember that elimi-

nating sentence skill mistakes will improve your average essay and help ensure a solid grade for a good essay. Further, as you get into the habit of checking your writing, you will also get into the habit of using sentence skills consistently. They are an integral part of a clear and effective writing.[6]

e. Publishing

This is where the students' shared with the audience. Writing becomes real and lives in the moment. Publishing may involve gathering a class book, a collection of writings, a newspaper, the magazine, or displaying a short writing sample in the hall or outside in the community.[7]

3. Writing ability

Teaching writing aims to help students' to become better writers and to learn how to write in various genres using the different registers. Learning to write is the process of finding and organizing ideas, put them on paper, and reshaping and review it.[8]

According to Harmer, writing can be used for a variety of purposes, ranging from being merely a 'back up' for grammar teaching to major syllabus strands in its own right, where mastering writing skills effectively is seen as the main goal for students. Writing encourages the students to focus on accurate language use and because they think as they write the narrative text, it can lead to language development, they solve problems when writing is put into their minds.[9]

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[6] Langan Jhon, *College Writing Skill with Reading* (New York: McGrow Hill Companies, 2011).

[7] Andrew P. Johnson, *Teaching Reading and Writing* (United States of America: A Division of Rowman & Littlefield Publishers, 2008)

[8] Heaton. J. B, *Writing English Language Test*, ed. by Harmer Jeremi Kingsbury Roy And, *Longman Group Limited* (Logman: Logman Group Limited, 1975), XVIII

[9] Jeremy Harmer, *How to T Each Writing*.

Writing skills are complex and difficult to teach, requiring mastery of not only grammatical and rhetorical tools but also conceptual and judgmental elements.

4. The Purpose of Writing

According to Penny Ur "the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing".[10]

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

a. Expressive Writing

Used to "express" our opinions such as Email, Facebook, Twitter, blogs or other social networking sites.

Its main purpose is to make connections to others and to contribute to human thought and culture and to establish and deepen human contact.

b. Informative Writing

Used to educate or explain something to the audience such as essays, research papers, and presentations. This type of writing clear, accurate, orderly, conscientious, and above all fair.

c. Persuasive Writing

A more serious form of writing on debatable topics such as essays, research papers, and presentations. The author's purpose is to change the mind of the reader or at least make the readers question their position in a debate and consider the author's perspective.

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[10] Penny Ur, *A Course in Language Teaching: Practice and Theory*, *IOSR Journal of Humanities and Social Science* (London: Cambridge University Press, 1996), XIX

d. Literary Work

A form of creative writing as in fiction or nonfiction such as novels played poetry. A form of writing is not a composition writing style, but with the purpose for entertaining more than just giving information.

In short, writing has a different purpose of writing. In the current study, researcher was focused informative writing because informative writing is a type of text included in junior high school curriculum.

5. Type of Text

Pardiyono defines the genre as a text type that has the function of a frame of reference so a written text can be written effectively; effective from the right purpose, choosing and writing the text element, and in using the grammatical pattern.[11]

There are many types of text. The types are classified by their purposes of the piece. The following will be presented four types of text.[12]

a. Narrative Text

In the narrative, the author tells the story of something that happened. The narration is storytelling, do we associate one or several related stories. Through the narrative, we clarify the statement by telling in detail something that has happened to us. In the stories we tell, we present details in the order in which they occur. A person might say for example, "I was really embarrassed the day I took my driver's test," and then go on to develop that statement with an account of the experience. If the story sharply detailed, we will be able to see and understand just why the author felt that way. [13]

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[11] Pradiyono, *Pasti Bisa!. Teaching Genre-Based Writing*, ed. by Suryantoro Sigit (Yogyakarta: Andi, 2007)

[12] Langan Jhon.

[13] Langan Jhon.

From the quotation, it is known that in narrative writing, there is something happened that is chronologically.

Parts of narration:

1) Beginning: Character development

Introduction to the plot line

2) Middle : Additional plot

Climax of the story

3) End : Conclusion or resolution of the story

Narration has at least one character (person, animal, or personified object) and a problem or conflict that needs to solve.

b. Expository Text

The pattern of development in the exposition includes providing an example, the details, the process of doing or making things, analyze the cause and effect, compare and contrast, defines the term or concept, and dividing something into parts or classify them. Exposition does not require a narrative line of writing or character development. Exposition is most frequently found in news, stories, articles, and reports. The information in expository writing develops main ideas and provides additional details to support this evidence, including the fact or quotation.[14]

Parts of exposition:

1) Introduction

2) Theme development

3) Conclusion that support the main idea

c. Descriptive Text

Descriptive text is a text that says what a person or something looks like. Its purpose is to describe and express a particular person, place, or thing. As Pardiyono states description is a type of written text

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[14] Langan Jhon.

which has a specific function to describe an object (human or non-human).[15]

Descriptive text is also has a specific category, as follow:

1) The rhetorical structure of descriptive text
   a) Identification : identifies phenomenon to be described
   b) Description : describes parts, qualities, and characteristics.
2) The grammatical features of descriptive text
   a) Using attributive and identifying process.
   b) Using adjective and classifiers in nominal group.
   c) Using simple present tense.

d. Persuasive Text

Persuasive text is that tries to persuade its reader to agree with a certain point of view.[16]

Persuasive writing can be found in speeches, political speeches, movies or book reviews, and opinion articles in the newspaper. Parts of persuasive writing are the main idea, introduction, body, and conclusion. The main idea encompasses what the author wants the readers to believe, and the remaining information supports that central idea. Good persuasive writing includes facts and strong arguments to make the author's opinion sounds logical.

In short, writing has a different type based on the purpose and manner of the researcher write the text. In the current study, writing descriptive texts was chosen because writing descriptive texts is a type of text included in the junior high school curriculum. Descriptive texts are also beneficial for students' because at the junior high school level, stu-

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[15] Pradiyono.

[16] Guillain Charlotte, *What Is Persuasive Written* (England: Global Library Limited, 2016).

dents' need to get their new information can get by sharing descriptive texts with their friends in class.

6. Contextual Teaching and Learning (CTL)

Elaine B. Johnson said Contextual teaching and learning is a learning process that aims to help the students to see the meaning within the field that they are learning by connecting academic subjects and the real contexts in their everyday lives, which are the contexts of their private, social, and cultural condition.[17]

Contextual teaching and learning (CTL) is a concept that helps teachers relate the subject matter to real world situations. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and asworkers. It provides a conceptual framework for unifying a constellation of education theories and practices and represents one approach to improving teacher education.[18]

Based on several definitions of contextual learning can be it was concluded that contextual learning is a learning approach that links the material being studied with students' real-life daily. So it is clear that the use of contextual learning will be creating classrooms in which students will become active participants not only observers who are passive and are responsible for their learning.

The eight components of the contextual learning process:

a. Building relationships to find related meanings what students learn at the school with their own experiences, events at home, information from the mass media. Students will find something that is much more meaningful than if the information they get at school is stored such as without being linked to other things. If students feel that something

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[17] Elaine B. Jhonson.

[18] Susan Sears, *Introduction to Contextual Teaching and Learning* (Indian: Phi Delta Kappa Educational Foundation Bloomington, 2003).

they are learning is meaningful, they will be motivated and motivated to continue learning.

b. Doing something meaningful experience. The following steps can be taken by the teacher to make learning related to the context of student life.

1) Linking learning with resources in students' lives.

2) Use sources from other fields.

3) Link several lessons that discuss related topics.

4) Combining school and work.

5) Learning through social activities/social service.

c. Learn independently. The speed of students in learning varies widely, learning styles are also different, talents and interests also vary. This difference should be appreciated and students are given the opportunity to learn independently in accordance with the conditions of each student.

d. Collaborative. Encourage the students to cooperate learning with their friends in the classroom.

e. Critical and creative thinking is one of the goals to teach students to develop their intellectual potential. Learning in schools should train students to think critically and creatively, and provide opportunities to practice them in real situations.

f. Developing individual potential. The students' is not exactly the same as other students, learning activities should be able to identify the potential of each student, and provide opportunities for them to develop it.

g. High standards of achievement, basically every people wants to achieve something high, high standards will improve students to try hard and be the best.

h. Authentic assessment, student achievement is not enough to only be measured by tests, learning outcomes should be measured by an authentic assessment that can provide true and accurate information

about what students really know and can do or about the quality of educational programs.

B. Previous Studies

There were relevant studies or some reviews about definition of writing by the previous writer.

The first was the journal by "The Use Of Picture To Improve Students' Ability In Writing Descriptive Text At Seventh Grade In SMPTK Diaspora Kabupaten Sorong." Education University of Muhammadiyah Sorong 2018. INTERACTION: Jurnal Pendidikan Bahasa: Vol. 5, No. 2; October 2018. Data retrieval is done through observation and students learning result test that is conducted at the end of each cycle. The subject of this research is seventh grade students at of academy year 2017/2018. In the cycle I there are eighteenth students have the highest score meanwhile there are five students have the lowers score. In the cycle II, there are nineteenth student have the highest score meanwhile there are four student have the lowers score, In the cycle I cycle and II there is increasing to the result of learning student.[19]

Second, a thesis by Rizka Evitania, "Improving The Students' Writing Skill Of Descriptive Text By Using Presentation, Practice, Production Method At Mts N 2 Deli Serdang." Department Of English Education Faculty Of Tarbiyah And Teachers Training State Islamic University Of North Sumatera Medan 2019. The result of data analysis showed that there was an improvement in the student's skill in writing descriptive text in each cycle. The mean of students' score in pre-test was 54.5, in post-test I was 75.22, and post-test II was 81.58. Based on the data, it is concluded that the student's skill in writing descriptive text using presentation, prac-

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[19] Ari Wibowo, Rizqi H Claudia Wardani, and Yanti Wattimury, 'The Use of Picture To Improve Students' Ability in Writing Descriptive Text At Seventh Grade in Smptk Diaspora Kabupaten Sorong', *INTERACTION: Jurnal Pendidikan Bahasa*, 5.2 (2018), 100–108.

tice, and production methods was improved. It indicates that using presentation, practice, and production method can improve the students' skill in writing descriptive text.[20]

Third, a research study by Puput Septiani, "Improving Students' Writing Skill By Using Four Square Writing Technique (A Collaborative Classroom Action Research)."Tarbiyah and Teacher Training Faculty Islamic University of Raden Intan Lampung 2018. The result showed, there were positive improvements in either students' writing skill or the class situation during the teaching learning processed. It can be seen from result of each post-test which is improved. Mean scores of the students' test in cycle 1 at first and second meeting were 70.87 and 80.4. Mean scores of students' test in cycle 2 at third and fourth meeting were 87.25 and 92.32. Indicator of success was 80% of students achieved score >70 in writing test, it means teaching foursquare technique improved students' writing skill.[21]

Fourth, a research by Reni Andriyani, Patuan Raja, Muhammad Sukirlanabout "Improving Students' Writing Descriptive Text Ability through Realia." FKIP University of Lampung 2017. The result showed that there was a statistically significant improvement of the students' writing with the significant level $p<0.05$. This suggests that writing through relia facilities students' to improve their writing.[22]

Fifth, a thesis by Mochamad Rizal Hafid Hasbullah. "The Effectiveness Of Teaching Using Picture On Students' Skill In Writing Descriptive Text At Smpn 3 Kedungwaru". English Language Teaching Program

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[20] Evitania Rizka, 'Improving the Students' Writing Skill of Descriptive Text by Using Presentation, Practice, Production Method at Mts n 2 Deli Serdang a Thesis' (Islamic University Of North Sumatera Medan, 2019).

[21] Septiani Puput, 'Students' Writing Skill By Using Four Square Writing Technique (A Collaborative Classroom Action Research)' (Islamic University of Raden Intan Lampung, 2018)

[22] Muhammad Sukirlan Reni Andriyani, Patuan Raja, 'Improving Students'Writing Descriptive Text Ability through Realia' (University of Lampung).

Faculty Of Education And Teacher Training State Islamic Institut Tulungagung 2017. The result of the study showed that the mean score of pretest was 63.57 and the mean score of post-test was 77.77, which higher than the mean score of pre-test. From the result of paired sample test, the significant value was 0.00 lower than 0.05. It means the null hypothesis (Ho) is rejected, which means that between pretest and post-test there is significant difference. The result of count (9.950) was bigger than table (2.032). In the other words, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. It means that there is significant difference in the students' writing descriptive text of before and after being taught by using picture.[23]

From the above fifth studies, it is clear that the focus of discussion differs from what the writer examines. In this study, writer have the aim of Improving students writing skills through contextual teaching and learning (CTL) in the eight-grade students of MTs Negeri 2 Kotamobagu.

C. Conceptual Framework

Writing skill of the eighth-grade students at MTs N 2 Kotamobagu still needs to be developed. This situation is due to several reasons; one of which is dealing with the methods given in the writing class. The teaching technique may not be appropriate with what students want. This situation may lead students to have less passion to learn. They only learn (write) to complete their assignments as students learning English. They have no more expectations about their writing. Students actually need suitable teaching techniques to make them motivated to learn. If the appropriate teaching techniques, students' will enjoy a lesson.

If they enjoyed the lesson, they will fluently explore their skills. As a result, it will produce good writing, for that matter. Therefore, it is nec-

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[23] Mochamad Rizal Hafid Hasbullah, 'The Effectiveness Of Teaching Using Picture On Students' Skill In Writing Descriptive Text At Smpn 3 Kedungwaru.' (Islamic Institut Tulungagung, 2017).

essary to find solutions related to teaching techniques. The solution should lead students' to enjoy writing class without any pressure and boredom. In this case, the researcher offers a solution. It is teaching writing through Contextual Teaching and Learning (CTL). Contextual Teaching and Learning (CTL) offers an interesting and easy way of writing. It is easier for them to come up with and organize their ideas. Students learn how to brainstorm ideas, write rough drafts, revise, and edit those drafts. It will guide students to generate ideas to write. They will not be confused about what will they write anymore.

Figure 2.1 Conceptual Framework of the Research

Writing

CTL

Method:

- BKOF (Building knowledge of field)
- MOT (Modeling of text)
- ICOT (Independent construction of text)

Contextual Teaching and Learning (CTL), it help teacher connect to content that student learn academically with real world that situations that usually students experience.

Technique:

Self Writing

Strategies:

Pictures

Assessment

Intensive

Writing

Responsive
and extensive
Writing

- Grammatical transformation task
- Vocabulary assessment task
- Ordering task
- Short answer and sentence completion task
- CTL task

Guided question
and answer

CTL is implemented in teaching and learning process to improve students' writing skill

CTL is implementing to improve students' writing skills in the teaching and learning process. In the teaching and learning process to improve students' writing skills, researchers will use three methods, namely BKOF (Building Knowledge Of Field), MOT (Modelling Of Text), and ICOT (Independent Construction Of Text).

BKOFT (Building Knowledge Of Field) is learning that focuses on linguistic knowledge. At this stage, students acquire knowledge of the correct language that can help students, develop declarative knowledge that functions as a monitor and editor of the communication process. MOT (Modelling Of Text) is a stage that focuses on classical learning between teachers and students, there is a reciprocal interaction at this stage, the teacher provides examples of authentic texts with the same genre as discussion text, both written and oral. ICOT (Independent Construction Of Text) at this stage focuses on sharing information and explanations from the teacher. Following by the assignment given to students individually or is an independent task.

The researcher will use self writing technique for teaching writing. Students can write by their self what their feel, reaction and the teacher responses in the form and give comment about their writing.

The strategy that will use in learning to improve students' writing skills is to use pictures. Students will be described according to the picture that the teacher has given.

There are two assessments when the researcher will use, namely intensive writing, and responsive and extensive writing. Intensive writing consists of five assessments; grammatical transformation of tasks, vocabulary assessment tasks, ordering tasks, short answers and sentence completion tasks, and CTL tasks. Responsive and extensive writing is an assessment of the guided question and answer.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents type of the research, subject of the research, the research design, procedure of collecting data, and procedure of analysis data.

A. Type of the Research

The research conducted was action research. According to Burns (2010), action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues that participants consider worthy of investigation in order to bring about critically informed changes in practice. Action research underpinned by democratic principles in ownership of change invested in those do the research. In other words, the central idea of action research is to solve problem situations and bring about change and better improvements in practice. In this research study, the researcher directly participated in the research to solve the problems that existed in the teaching and learning process of writing and to bring about the improvement of the writing skills of the eighth grade students of MTs N 2 Kotamobagu.

This research was carried out by the researcher as the teacher. The practical action was using Contextual Teaching and Learning (CTL) Method to improve students' writing skill. The reflection of the actions could be known while the method was used. This reflection shows whether Contextual Teaching and Learning (CTL) Method can improve students' writing skill.

B. Subject of the Research

The subject of the research is eighth grade students of MTs Negeri 2 Kotamobagu. It is only one class, VIII A class. The students consist of 26

students. They are active students. During the research, they are observed by the researcher in their English lesson, especially in writing class.

C. Research Design

In this study the researcher uses an action research design and here are some definitions of action research by the experts. Classroom action research is the application of fact-finding to solving problems in social situations to improve quality, which involves collaboration and cooperation.[1]

Action research is a process in which teachers work together to evaluate their practice together; increase awareness of their personal theory; articulate shared conceptions of value; trying new strategies to make the values expressed in their practice more consistent with the educational values they espouse; record their work in a form available and understandable to other teachers, and thus develop shared teaching theory through research practice.[2]

This action research conducted into the cycle model based on the model Kemmis (1990) cited in Mills (2000). These models describe the action research process as a series of cycling activities, each cycle involving four stages of activity.[3]

This study consisted of two cycles with an evaluation at the end of each cycle. This research is based on the Hopkins model. The stages of this research were planning, action, observation and reflection. It can be seen in the following picture:[4]

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[1] A Burns, *Collaborative Action Research for English Language Teachers*, *Cambridge University Press* (Cambridge, 2003)

[2] J Elliott, *Action Research for Educational Change. Developing Teachers and Teaching* (Buchkinghan: Open University Press, 1991)

[3] H. Douglas Brown, *Language Testing Book: Principles and Classroom Practice*, *Book* (New York: Person Education Limited, 2004).

[4] Burns Anne, *Doing Action Research in Language Teaching A Guide to Practitioners* (London & New York: Routhledge, 2010), XII.
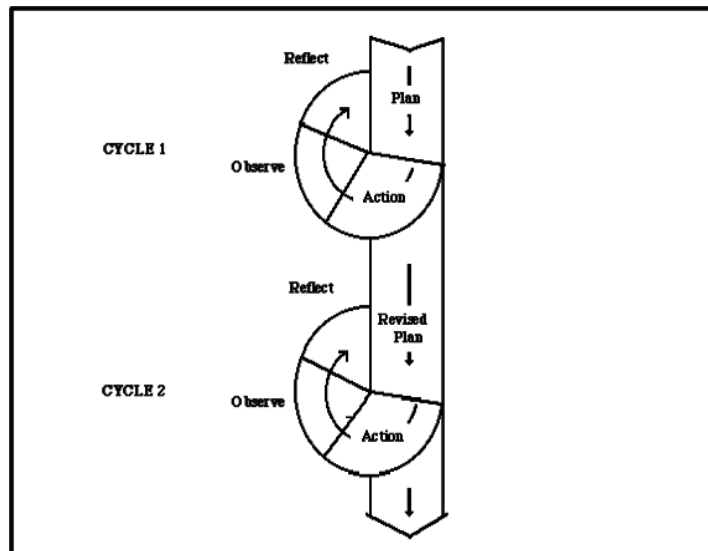
Figure 3.1Hopkins (1988) action research spiral.

The first step of research is planning. In this step, the researcher identified and analyzed the research themes. The researcher interpret research data. The researcher used classroom data, individual data, or subgroup data that had been collected previously.

The second step of the research is action. The researcher implemented what has been planned previously. The purpose of this step is to solve the problem that is the low of students writing skill in descriptive texts.

Observation is the third step to the research. The researcher recorded all the activities that had been carried out before. The researcher tried to describe the types of data, data collection procedures, and instruments used to collect the data.

The next step is reflection. This reflection step is very important because it can be used as a measure of research success. The researcher observed whether these actions had a negative or positive effect on the teaching learning process. The things that are evaluated include the change of students, class, and also teachers.

D. Procedures of Collecting Data

In this research, to obtain the data, researcher used three data collection methods: test, questionnaire, and observation sheet. The explanations of the three methods can be seen as the following:

1) Observation Sheet

Observation sheets are used each meeting. The observation sheet aims to find out the behavior of students in the learning process. Observation sheets would be used both in first cycle and second cycle to determine the increase in students' behavior, response, and participation during the learning process with the treatment.[5]

2) Test (Pre test and Post test)

The first thing the researcher did before research was a pre-test section for the students. At this stage, the students were asked to write a descriptive text based on the topic indicated by the researcher.

The pre-test was given before the study was conducted. First, the researcher went to the selected class VIII A and explained to the students what they would do. Started by distributing instruments and asking them to do a pre-test.

The next form of test is post test. The post test was done after all treatment were given. The type of the test is the same as the pre test, the students were instructed to write a descriptive text based on a topic given by the researcher, but the topic was different from the pre test section.

3) Documentation

Documentation according to Sugiyono (2015: 329) is a way use to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information which can support research. Documentation will use for collect data then analyze.

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[5] Wallace. M. J, *Action Research for Language Teacher* (Cambridge: Cambridge University Press, 1998).

Documentation will use in this study include syllabus, lesson plans and school profiles.[6]

E. Procedures of Analyzing Data

1. Analysis of the Observation

Observation data were obtained from English teachers. The observation sheet used in this study has four indicators, including students' enthusiasm during the learning process, students participation in class activities and cooperative attitude of students during learning and student activities in carrying out contextual teaching and Learning (CTL). It was then carefully analyzed by calculating the behavior of the first cycle and second cycle students to see if there was an increase in the behavior of the students' during the study.

Observation sheet for student activites are use during the learning process.

Table 3.1 Lattice Observation Sheet Student Activities

NO	NAME	CYCLE 1								CYCLE 2							
		FIRST MEETING				SECOND MEETING				FIRST MEETING				SECOND MEETING			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Students-01																
2	Students-02																
3	Students-03																
4	Students-04																
5	Students-05																
6	Etc.																

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[6] Sugiyono, *Metodologi Penelitian Kombinasi (Mix Method)* (Bandung: Alfabeta, 2015).

Information:

1= The students' attention to the teacher explanation (focus, making notes)

2 = The students' active participation during the lesson (asking andanswering questions, giving opinion

3 = The students' response toward CTL method (happy, interested)

4 = The students' seriousness in writing descriptive text (write seriously, did the instruction)

Data analysis techniques from the observation sheet of students' learning activities are as follow:

a. Determine the percentage per an aspect of students' activity as measured by the formula according Hidayatullah (2019).[7]

$$p = \frac{f}{n} \times 100\%$$

P : Persentage

f   : The number of students who do the activity

n   :The number of students

2. Analysis of the Tests

After conducting the action research, the researcher analyzed the students' works and gave them score based on the quality of their works. The researcher used analytical scoring rubric adapted from Oshima. There are four components presented in the analytical scoring rubric for writing such as structure or grammar, mechanic component, and organization. The following table is the analytical scoring rubric used by the researcher to analyze the students' paragraph writing.[8]

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[7] Hidayatullah, *Penelitian Tindakan Kelas*, ed. by Praseptiawan Mugi, Edisi Pert (Lebak Banten: LKP Setia Budhi, 2019)

[8] Oshima Alic, *Introduction to Academic Writing.*, Second Edi (London: Oxford university press, 1997).

Tabel 3.2 Rubric Assessment Structure/Grammar

Classification	Score	Criteria
Excellent to Very good	32-35	Effective complex construction, the employing of grammatical forms and the use of past tense
Good to average	28-31	Effective but simple construction, the employing of grammatical forms and the use of past tense
Fair to poor	21-27	Major problem is simple but complex construction, of grammatical forms and the use of past tense
Very poor	15-20	Virtually no mastery of sentence construction rules of grammatical forms and the use of past tense.

Table 3.3 Rubric Assessment of Mechanic[9]

Classification	Score	Criteria
Excellent to Very good	13-15	Demonstrated mastery the use of spelling, punctuation, capitalization, paragraphing.
Good to average	10-12	Occasionally error of spelling, punctuation, capitalization, paragraphing.
Fair to poor	7-9	Punctuation, capitalization, but meaning not obscured. Frequent errors of spelling, punctuation, capitalization, paragraphing.
Very poor	4-6	Not mastering of the use of capitalization, paragraphing, hand writing, not enough to evaluate.

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[9] Oshima Alic.

Table 3.4 Rubric Assessment of Organization[10]

Classification	Score	Criteria
Excellent to Very good	45-50	The organization of contents and arrangement the generic structure is clearly and uses effective connection to help the story to progress.
Good to average	36-44	The organization of contents and arrangement the generic structure is loosely organized but main idea stand out and many link ideas and events by using connective words and/or phrases.
Fair to poor	27-35	The organization of contents and arrangement the generic structure is confused or disconnected and some evidence of time order.
Very poor	14-26	No organization of contents and arrangement the generic structure does not communicated and there is no the use of time order.

And beside that, to find the student's achievement, it needed scoring ranks.

Table 3.5 The score rank of Descriptive text by Oshima[11]

No.	Criteria of Mastery	Grade
1.	91-100	Excellent
2.	81-90	Very good
3.	71-80	Good
4.	61-70	Fair

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[10] Oshima Alic.

[11] Oshima Alic.

5.	51-60	Poor
6.	Less than 50	Very poor

The researcher uses a statistical technique to know the influence of the students' writing skills from the pre-test and post-test. The steps of this technique are:

a. Computing the frequency and the rate percentage of the students' score (Sudijono, 2014).

To know the percentage of the students' who passed KKM (Criterion Minimum Completeness used the formula:

$$P = \frac{f}{n} \times 100\%$$

P: The percentage of individual completeness

f : Number of student's achievements

n : The total number of student

b. To find out the mean score, the following formula had been applied: (Sudijono, 2015).

$$x = \frac{\sum x}{n}$$

x ꞉ Mean score

$\sum x$ ꞉ The sum of all score

n ꞉ The number of subject (student)

3. Documentation

The purpose of this documentation is to study documents related to the Management educator in MTs N 2 Kotamobagu. With this technique, it is hoped that written data will be obtained in the form analysis of institutional management and learning management, photos, assignments, lesson plans and school supervisor functions, organizational structure, mechanisms and work programs and other documents relevant to research.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents research findings and discussion. The research findings describe the activities carried out during the implementation of Contextual Teaching and Learning (CTL) to improve students' writing skills in descriptive texts. Meanwhile, the discussion answers the formulation of the research problem as stated in chapter one. The description was obtained from notes submitted by teachers and collaborators, the result of the students' test, and the result of test. The purpose of this study was to improve students' writing skills through Contextual Teaching and Learning (CTL) in the eight grade students' of MTs Negeri 2 Kotamobagu.

A. Research Finding

This study consisted of two cycles with the tests carried out in each cycle. The researcher conducted the tests to determine the condition of the students' writing skills after taken the action.

The research was conducted in collaboration with English teacher MTs Negeri 2 Kotamobagu, Ms. Rini. This research started while the teacher found out that the students had problems in English, specifically in writing. The majority of them stated that writing was difficult based on their first impressions. Based on these problems, the researchers made preliminary observations. It was done on August 2th 2021 to the students' of class VIII A MTs Negeri 2 Kotamobagu. These classes were chosen based on their low writing achievement in comparison to other classes. Preliminary observations were made to determine the problem that need to be resolved.

Based on observations, students face a few problems in compiling grammatical sentences, selecting the proper language, organizing information, producing ideas, spelling and punctuation.

Traditional teaching methods were still used by teachers. The traditional method, in which the teacher explains the information in front of the class and then asks the students to discuss it, causes students to get bored and disinterested in receiving the material.

The researcher conducted a pre-test to determine the students' prior knowledge before carrying out the activity in cycle 1 and then cycle 2. The researcher discovered that the students' writing skills were still low in this pre test. The mean score of pre test was merely 66.15. Grammar, vocabulary, paragraph structure, content, and punctuation were all problems that students faced.

Based on the causes of these problems, the researcher decided to used Contextual Teaching and Learning based instruction which had never been used before in teaching descriptive text writing to the VIII A students of MTs N 2 Kotamobagu. The researcher considers that Contextual Teaching and Learning (CTL) to be a useful way to help the students' to improved their writing skill. In more details, the procedures of the research are presented as follow:

1. Observation

The researcher conducted the pre observation in class VIII A of MTs N 2 Kotamobagu to know the condition of English teaching learning   before the action was done. In this step, the researcher found that the students' had low motivation in English lesson especially in writing. Although the teacher often gave them writing exercises, students' interest in writing is still low. Mostly, students' made a noise when the teacher was explaining in front of class. Then, the students' looked bored when the teacher was delivering the material. It caused by the teacher just gave the students' an assignment from students' exercise book.

In this phase, the collaborator observed the researcher and the students' activity when the teaching and learning process in the cycle 1. This cycle was divided into two meetings. At the first meeting, there were 65,38% and

second meeting there was the improvement to 73.07% students who were attantion to the teacher explanation about the material descriptive text. 34.61% of students who gave opinions and asked questions and then improved the second meeting into 53,84%. 73.07% of students responded to the CTL method with picture strategy increased into 80.76% in the second meeting. From 38.46% increased to 69.03% in the second meeting the students were serious and did the instruction to write descriptive text.

The the collaborator observed during in the implementation of cycle 2. The first meeting's observation outcome, there were 88,46% students attention to the teacher and the second meeting into 84,61%. The active participation of students in asking questions and giving opinions was 69.23% and then increased at the second meeting to 76.92%. 84.61% of students towards CTL with a picture strategy to improve their writing increased at the second meeting to 96.14% . There were 88.46% of students do instructions to write their text and in the second meeting it increased to 92.30%.

Based on the results of observations in two cycles, the researcher found there was an increase, students were happy, did not make any noise, researchers and activities drew the students' attention.

Table 4.1 Total Number of Student activities and Percentage in Observation Sheet

NO	ASPECT	TOTAL NUMBER OF STUDENT				PERSENTAGE			
		CYCLE 1		CYCLE 2		CYCLE 1		CYCLE 2	
		Meet 1	Meet 2	Meet 1	Meet 2	Meet 1	Meet 2	Meet 1	Meet 2
1.	The students attention to the teacher explanation (focus making note)	17	19	23	22	65,38%	73,07%	88,46%	84,61%

2.	The students' active participation during the lesson (asking andanswering questions, giving opinion	9	14	18	20	34,61%	53,84%	69,23%	76,92%
3.	The students' response toward CTL method (happy, interested)	19	21	22	25	73,07%	80,76%	84,61%	96,14%
4.	The students' seriousness in writing descriptive text (write seriously, did the instruction)	10	18	23	24	38,46%	69,03%	88,46%	92,30%

2. The implementation of research

a. Pre Test

The researcher conducted a pre test to ensure that the eighth grade students' writing skills were still low and needed to be improved. The purpose of the pre test is to assess students' writing skills.

The pre test was held on June 15, 2021. For the first meeting, the researcher entered the classroom and introduced herself to the students. The descriptive text was explained by the researcher. The researcher has a picture and asked the students to work on a pre test assignment. The assignment was to write a description of the school.

The pre test results corroborated what the English teacher had said. The most of students' have difficulty with grammar, vocabulary, content, and punctuation. Only a low percentage of students should

receive a passing grade. The following table displays more detailed results.:

Table 4.2 The Students Pre Test Score

No.	Name	Pre Test	KKM	PASSED/ FAILED
1.	AS	65	75	F
2.	ARM	65	75	F
3.	APK	67	75	F
4.	AMS	70	75	F
5.	APT	55	75	F
6.	ARA	70	75	F
7.	CAM	75	75	P
8.	CML	68	75	F
9.	EKA	75	75	P
10.	ENF	75	75	P
11.	FAZ	50	75	F
12.	FPK	60	75	F
13.	FDAP	70	75	F
14.	FH	75	75	P
15.	FAG	65	75	F
16.	KAP	68	75	F
17.	KF	75	75	P
18.	MARA	65	75	F
19.	MAAD	50	75	F
20.	NIN	60	75	F

21.	PR	75	75	P
22.	SKA	65	75	F
23.	SM	70	75	F
24.	SML	55	75	F
25.	YAA	60	75	F
26.	ZDSB	72	75	F
Amount		1720		
Mean		66.15		
The number of students who passed the KKM				6
The number of students who failed the KKM				24

In which:

KKM = Standart minimum score/passing grade (75)

P   = The students that can pass the passing grade ($\geq$ 75)

F   = The students failed the passing grade ($\leq$ 75)

In analyzing numberical data before carrying out the treatment, the researcher gave students' the pre test. The mean score of pre test was computed such as following:

$$x = \frac{\sum x}{n}$$

$$x = \frac{1720}{26}$$

$$x = 66.15$$

Based on that compulation, the mean score of the class in pre test was 66.15. on the other side, to know the class percentage who passed the KKM using the formula as:

$$p = \frac{f}{n} \times 100\%$$

$$p = \frac{6}{26} \times 100\%$$

$$p = 23.07\%$$

From that calculation, there were six students' who passed the KKM, therefore after dividing with the number of students in the class and altering that into percentage, it could be derived about 23,07% students' who passed the KKM.

b. Cycle 1

In required to conduct classroom action research, the researcher went through several steps. In the first cycle, the researcher held three meetings, namely on June 16, July 13, and July 16, 2021.

1) Planning

After finding problems by the pre observation and pre test, the researcher made a plan to teach writing class in cycle 1. The researcher planned to teach them using Contextual Teaching and Learning (CTL) to solve the students' problem. Contextual teaching and learning, according to the researcher, can help students to improved their writing skills.

The researcher organized the research instrument primarily using the lesson plan as a guide and consulting with the English teacher. Before implementing the action, the researcher planned in advance all that has been related to the first cycle's action. They are as follows:

a) Prepare lesson plans and design steps in taking action. Each lesson plan consists of three parts there were the opening, the main activity, as well as the closing. The researcher arranged two meetings in the first cycle.

b) In cycle 1 the researcher the prepare materials, activities, and work sheets as post test work sheets. As assignments for students, the researcher used a few descriptive texts found on the internet.

c) Preparing a book to report all activities in the classroom during the teaching learning process. The researcher also brought on a camera to documentation the teaching and learning process.

2) Implementing the action cycle 1

The researcher puts the action plan into action. The real teacher, on the other hand, was a collaborator. It helps the researchers in observing the teaching and learning process in the classroom.

a. The first meeting (Wednesday, June16th 2021)

1) Opening

The first meeting of cycle 1 was held on Wednesday, June 20th, 2021, from 8:00 a.m. to 8:30. The researcher greeted the students and checked their attendance list at the start of the first meeting. The researcher did not make an introduction, as she had done in the pre-test. The researcher began the class with a few pre activities, such as giving the students a brief overview of Contextual Teaching and Learning (CTL).

2) Main Activity

The researcher provides an explanation of descriptive text, including the definition and purposes of descriptive text, the generic structure of descriptive text, and the tense used in descriptive writing, which is simple present tense. Following the explanation of the content, the researcher asked the students if they had any questions. None of the students raised their arms, indicating that the exercise could continue. The researcher also gave them a picture and asked them to describe it.

The researcher and the students had a discussion on exercise. Each student should present their work.

3) Closing

The researcher reviewed the characteristics of descriptive text in brief before concluded the teaching and learning process. The researcher also inquired about the students' problems, finding that the most of them had problems with grammar, vocabulary, spelling, and punctuation. After that, the rsearcher greeted everyone a good day.

c. The second meeting (Tuesday, July13th 2021)

1) Opening

The researcher began the class by greeting the students and checking their attendance. The researcher inquired about his condition. Then researcher reviewed the descriptive text material. The students were asked several questions to remind them of their knowledge of descriptive text, to which they enthusiastically responded.

2) Main activity

The information from the previous meeting is reviewed by the researcher. The previous material was still memorized by the students. The researcher displayed a picture after conducted the review. Students must identify the features of the picture. The students were then asked to complete the exercise as part of cycle 1 treatment. Students were required to write a descriptive text paragraph on the worksheet. During this session, the researcher walked around the classroom, offering help to students who were having difficulty. The theme in cycle I was describing animals and for this treatment the researcher gave an overview of, for example, cats, so that it meant that students described dogs. It's a bit noisy but can handle. After finishing the exercise, the researcher discussed their work and asked students to submit their worksheets at

the teacher's desk. After that, the activity continued with closing.

3) Closing

The researcher reviewed the information and concluded before closing the teaching and learning process. The lesson came to a closed with the researcher saying hamdalah.

d. The third meeting (Friday, July16th 2021)

In the third meeting cycle 1, the researcher used to conduct post test cycle 1. It was aimed to know the improvement of students writing skill after they got the treatment. The test theme is "My Rabbit," which is a description of animals. In their work sheets, the students were required to write a descriptive text.

1) Opening

The researcher began the class by greeting the students and verifying their attendance. Students had expressed themselves in a variety of ways: happy, sad, angry, and so on. The descriptive text material was then reviewed.

2) Main Activity

The researcher went over the previous material after the opening. The next step is to give the students work sheets and ask them to complete on their own. They did not allowed them ask their classmates. In their respective worksheets, the students should write a descriptive text to used the instructions below. Before the bell rang, students had to finish their work.

3) Closing

After all of the students have done do the post test cycle 1. On the teacher's desk, they collected their personal worksheets. The researcher asked the students if they had any difficult questions and told them that they will receive another descriptive text with a new theme at the

next meeting. The meeting was then closed with greeting as the following activity.

3) Observing

Observation is an important aspect of classroom action research, because it observes the researcher's activities all through the cycle. The observation aims to find out all students activities in the classroom and class conditions. The observation was conducted at the same time as the teaching and learning process. The following is an explanation of the observation's result:

a. The first meeting

Students had been very enthusiastic at the first meeting. The students were excited when the researcher entered the classroom even though they had a new teacher. Almost all of the students in the class pay attention to the explanation and provides great attention to the teaching and learning process. The researcher explains what descriptive text is all about. The researcher then asked the students to talk about it and try to write a simple descriptive text.

b. The second meeting

Class VIII A students enthusiastically participated in the research class during the second meeting. The researcher went over the information with the students and invited them to write short descriptive texts on their own. Some of them have a vocabulary problem and are unable to interpret a few words. The researcher then moved in to help them and invited them to open the dictionary. The students became noisy, but active, during the discussion.

c. The third meeting

The researcher gave the students a post test 1 during the third meeting to see if their writing skill had improved after they had received treatment. Students were asked to write a descriptive text, in this case on animals given by the researcher. The students looked to be very serious as long as they were taking the test.

Some of students seemed to have difficulty and ease. The most main difficulties students find are vocabulary and text organization. They do not understand the meaning of some words and do not appropriately order the material. As a result, the researcher asked them to open the dictionary and give a brief summary of how to organize the material. Therefore, they should do it themselves they cannot asked their friends to help them.

4) Reflecting

The researcher analyzed the results from cycle 1 and reflected on the teaching and learning process with the help of collaborators at this stage. They were noisy, did not pretend to compete with other students, and difficulty with vocabulary, grammar, and punctuation, but the researcher discovered that the students were improving their writing skills. The students' achievement increased as a result of the action, according to the results of the observation. The following table shows the results of the students' writing comprehension in cycle 1:

Table 4.3 The Students Post Test 1 Score

No.	Name	Pre Test	Post Test	KKM	Passed/ Failed
1.	AS	65	70	75	F
2.	ARM	65	70	75	F
3.	APK	67	72	75	F
4.	AMS	70	75	75	P
5.	APT	55	65	75	F
6.	ARA	70	78	75	P
7.	CAM	75	75	75	P
8.	CML	68	77	75	P
9.	EKA	75	77	75	P

10.	ENF	75	65	75	F
11.	FAZ	50	68	75	F
12.	FPK	60	75	75	P
13.	FDAP	70	75	75	P
14.	FH	75	78	75	P
15.	FAG	65	68	75	F
16.	KAP	68	70	75	F
17.	KF	75	78	75	P
18.	MARA	65	70	75	F
19.	MAAD	50	60	75	F
20.	NIN	60	65	75	F
21.	PR	75	79	75	P
22.	SKA	65	72	75	F
23.	SM	70	75	75	P
24.	SML	55	68	75	F
25.	YAA	60	65	75	F
26.	ZDSB	72	75	75	P
Amount		1720	1865		
Mean		66.15	71.73		
The number of students who passed the KKM					12
The number of students who failed the KKM					14

The researcher calculated the result of post test cycle 1. It was to know the improvement from the pre test to post test cyce 1 result. However to measure that improvement, it was needed to know the mean score of the class by using the formula as:

$$x = \frac{\sum x}{n}$$

$$x = \frac{1865}{26}$$

$$x = 71.73$$

It was know that the mean score of the class in the post test cycle 1 derived 71.73.

In the post test in cycle 1, there were 12 students' who passed the KKM. If it was calculated into class percentage, it was derived 46.15% through the formula:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{12}{26} \times 100\%$$

$$P = 46.15\%$$

Cycle 1 had some positive and negative result:

a. Positive Result

Besides from the improvement in their writing product, the students' attitudes toward writing also improved. In the first cycle of teaching and learning, some students were motivated to write. They were motivated because the material provided them with additional information and knowledge. Students' writing skills in generating ideas improved of the teaching learning process. The students were able to write a longer story than they had before.

Based on the observation and evaluation, the teacher was helped by the teaching found some effects by using Contextual Teaching and Learning

(CTL) toward the students' writing skill. It could be seen from this students mean score table:

Table 4.4 The Mean Comparison between Pre Test and Post Test 1

No.	Criteria	Pre test	Post test cycle 1
1.	Total score	1720	1865
2.	Mean	66.15	71.73

Figure 4.1 The Mean Comparison between Pre Test and Post Test 1
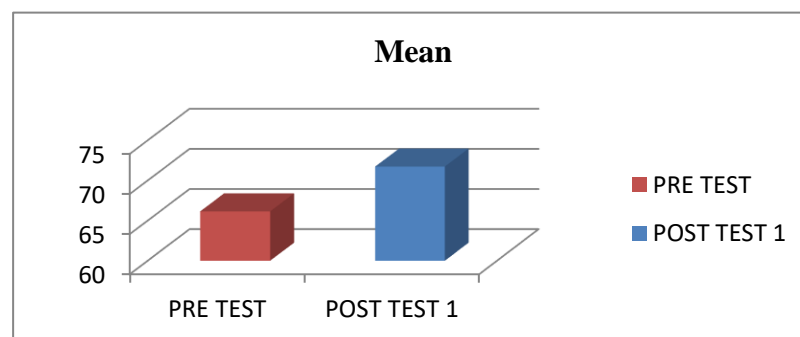
b. Negative Result

Despite the fact that their results improved, the researcher discovered several students' weaknesses in composing a text during this cycle. Vocabulary mastering was a challenge for them. This is demonstrated by the fact that some of them are illiterate in some words. They discovered that writing a paragraph of descriptive text was difficult. The students then face difficulties in the field of mechanics. In their writing, they also used inappropriate words and punctuation. During the teaching learning process, students had a habit of making a lot of noise. Despite the fact that their test score was still low, there was an improvement.

c. Cycle 2

From the reflection of cycle 1. The researcher found that the students still had some problems in their writing especially related to content, language use and mechanic. Therefore, in cycle 2 the researcher gave more attention to those problems.

1) Planning

In cycle 2, the researcher improved students writing skill. In cycle 1, the students showed some improvements related to their writing skill. The students' improved in generating ideas, sentences, and vocabulary.

In this stage, the researcher planned to provide three meetings, which focused on recalling the students' knowledge of the descriptive text. As in the previous cycle, the researcher made the lesson plans each meeting. The material that would be though were some shortcomings and difficulties that the students experienced in cycle 1. He also gave interesting topic to written by the student.

2) Implementing the action cycle 2

a. The first meeting (Monday, July19th 2021)

In the second cycle, the researcher used the same writing technique using Contextual Teaching and Learning, but with the different theme, the theme describe about place. This cycle was conducted in three meetings.

1) Opening

The researcher opened the teaching learning process by greeted the students and checked attendance list of students' and not student were absent in the class that day. The researcher did several flashback about the descriptive text materials that have been discussed at the previous meeting. The researcher teach them about present tense. Then, the researcher made a reviewed of the descriptive text by guiding the students to answer the questions. The students semmed happy that day and responded enthusiasm.

2) Main Activity

The researcher give feedback about students' previous writing. In this meeting the feedback focused on their

mistakes in the lack of English vocabulary. The researcher said that the students' still had some problems with the lack of vocabulary.

In the previous meeting, the mistakes that the students' made were the used of punctuation (coma and dot), the used of connection words (then, after that) and how to write the wrong vocabulary.

To improve students' knowledge about descriptive text and mastery of English vocabulary through dictionary. The researcher gave assignments to students related to this. First, students must write a descriptive text about a place based on the picture in the task. At this stage the researcher asked students to work using a dictionary to make it easier for them to find the vocabulary they needed.

3) Closing

Ten minutes before the end of this meeting, the material for the day was summarized, and the students were asked whether there were any difficulties or not. The end of the lesson closed with saying hamdalah and saying goodbye.

b. The second meeting (Monday, July 27th 2021)

1) Opening

As usual the researcher entered the classroom, greeted and checked the attendance of students. There was no one absent that day. Researchers continue to review the material and explained briefly.

2) Main Activity

After receiving the previous lesson, the researcher continued the lesson by giving students' worksheet. After that, asked the students to made a descriptive text with some clues to guide them make a descriptive text. The students were still allowed to used dictionaries to helped them found the

meaning, but they should used their own dictionary. While the students did the exercise, the researcher explained the purpose of the descriptive text, the generic structure of descriptive text, and the language feature of descriptive text to the students, to make them deeply understood about the material. The researcher walked around the class to help students who find difficulties and check how far they were. The theme in the second cycle is different from the first cycle. In this cycle the theme were to describe the place, and for this treatment the researcher gave training to the students about school.

After completed the exercise, students should collect their worksheets on the teacher's desk in front of the class. After all students finished the exercise and submitted their worksheets, the researcher continued to close the activity.

3) Closing

Before closing the teaching learning process, the researcher asked the students' they still had questions or not. The researcher gave summary of explanation on that meeting to remand again the students' about descriptive text. The researcher closed the teaching learning process with greeting.

c. The third meeting (Thursday, August 2th 2021)

1) Opening

The researcher entered the class, greeted and checked students'attendace. No one is absent for that day and saying prayer. The researcher continued by review the material and explained briefly.

2) Main Activity

The lesson continued by giving the students worksheet. The task asked the students to describe a place. For this post-test, they described about their home. The researcher asked the

students to take the test individually, they were not allowed to open the dictionary. During the test, the researcher walked around the class to control them. The researcher told the students that they were not be allowed to cheat.

3) Closing

Ten minutes before the meeting ends, students must submit their answer sheets. The researcher said that there was the last meeting he joined his class. The researcher apologizes if there are still many mistakes made during the teaching and learning process. At the end of the meeting, the researcher said thank you and goodbye.

3) Observing

a. The first meeting

The collaborator observed during the implementation of cycle 2. The results of the observation of this meeting seemed to enjoy, the students did not make a fuss, the students paid attention to the researcher and the activity went well. At this meeting, the researcher gave an example of an picture. Then the researcher asked the students to observed the picture. The researcher shows and gave them text about the pictures. After that, the researcher asked the students to try to make a descriptive text.

b. The second meeting

The observation result in this meeting, the students paid attention to the researcher explaination about the material, the students' enjoy learning desciptive text in class. The researcher gave some picture and asked the students' to describe used dictionary. The students still allowed to use dictionaries to help them found the meaning, but they must used their own dictionary.

c. The third meeting

In the second meeting, the researcher designed post test 2 to determine the improvement of students' writing skill after the second cycle was

implemented. The collaborator considered that students took the test seriously because the researcher did not allow them to cheat and to use dictionary. The atmosphere in the class was serious and quiet. The students were busy with their test independently. The students were busy with their own exams. They take the test individually. The researcher expected that their posttest 2 results are better than post test 1.

4) Reflecting

In cycle 2, the researcher found a few improvements. Students were more inspired and involved to observe the teaching and learning process. The students' were more enthusiastic about collaborating in Contextual Teaching and Learning (CTL) learning. The students get a better knowledge of the objectives, usual structure, and language capabilities in descriptive texts. They better recognize the material. Meanwhile, the mean score of post test 2 indicates an increased of their writing skills. The mean score achieved were 81.48. This is lots higher than the mean score of post test 1. For greater information about increasing students' writing scores, it may be defined from the following table:

Table 4.5 The Comparison Students Score between PostTest 1 and PostTest 2

No.	Name	Post Test 1	Post Test 2	KKM	Passed/ Failed
1.	AS	70	80	75	P
2.	ARM	70	79	75	P
3.	APK	72	82	75	P
4.	AMS	75	83	75	P
5.	APT	65	75	75	P
6.	ARA	78	85	75	P

7.	CAM	75	80	75	P
8.	CML	77	88	75	P
9.	EKA	77	90	75	P
10.	ENF	65	75	75	P
11.	FAZ	68	79	75	P
12.	FPK	75	80	75	P
13.	FDAP	75	82	75	P
14.	FH	78	90	75	P
15.	FAG	68	77	75	P
16.	KAP	70	80	75	P
17.	KF	78	87	75	P
18.	MARA	70	79	75	P
19.	MAAD	60	60	75	F
20.	NIN	65	80	75	P
21.	PR	79	90	75	P
22.	SKA	72	80	75	P
23.	SM	75	85	75	P
24.	SML	68	75	75	P
25.	YAA	65	78	75	P
26.	ZDSB	75	90	75	P
Amount		1865	2109		
Mean		71.73	81.11		
The number of students who passed the KKM					25
The number of students who failed the KKM					1

The result of post test in cycle 2, the mean of students' score in writing post test 2 gained 81.11. it was derived from:

$$x = \frac{\sum x}{n}$$

$$x = \frac{2109}{26}$$

$$x = 81.11$$

In the post test in cycle 2, there were 25 students' who passed the KKM. If it was calculated into class percentage, it was derived 96.15% through the formula:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{25}{26} \times 100\%$$

$$P = 96.15\%$$

Based on that computation, it could be seen that the post test 2 had 96.15% improvement from pre test, post test cycle 1 to post test cycle 2.

The results of the test showed the improvement of the students' writing skill in descriptive text. It could be seen from the mean score between post test 1and post test 2 where the mean score in post test cycle 1 was 71.73 and mean score of post test cycle 2 was 81.11.

The result score of post test 2 was higher than post test 1. It can almost be said that their scores have increased. This occurs because students have already got an amazing background information related to the subject that the researcher gave in post test 2.

To show the improvement students' writing skill in cycle 1 and cycle 2 based on rubrik assessment of writing descriptive text, can be explained from this table:

Table 4.6 The Improvement in Cycle 1 and Cycle 2

Aspects	Cycle 1	Cycle 2
Structure/Grammar	Some students were able to use correct tenses and pronouns.	The students were able to use correct tenses and pronouns.
Mechanic	Some students were able to use correct punctuation and capitalization.	The students were able to use correct punctuation and capitalization. They also did not miss spell the words.
Organization of Content	Some students were able to develop texts that were relevant to the topic.	The students were able to develop their writing adequately and were relevant to the topic.

There were many aspects of writing that should be improved to help the students in creating good descriptive texts. The researcher used picture to help the students getting the background or the big picture of the story. When the students look the picture, their can found the idea to write in their paper. They could check the meaning of the new vocabularies from the dictionary or asking to the researcher.

The researcher also provided many examples of descriptive text for the students to improve their vocabulary mastery. The students also needed to master the grammar that was used in the descriptive texts. The researcher asked the students in each meetings to do exercises about simple present tense and past tense. It would help the students to understand about simple present tense and past tense.

The students also needed to have good punctuation and mechanics in their writing. The researcher asked the students to arrange and write descriptive texts for many times to improve their mastery of punctuation and mechanics. He gave feedbacks on the students' writing by correcting the miss punctuation and mechanics. It would help the students improving their mastery of punctuation and mechanics.

This part presents the discussion about the result of the students'
score from the pre test, cycle 1, cycle 2 and the post test. Discussion deals
with the mean of the students' score related to the three aspects of writing
which are stucture or grammar, mechanic, and use organization of content.
The following tables present the mean score in the three aspects.

Table 4.7 The Students' Mean Score in the Structure/Grammar

No	Criteria	Structure/Grammar		
		Pre Test	Post Test 1	Post Test 2
1	Total Score	445	726	750
2	Mean	17.11	27.92	28.84

The students' mean score in the structure or grammar aspect
increased after the actions of the implementation of the contextual teaching
and learning method. The students gain score was 11.73. It is obtained by
comparing the mean score in the pre test and the post test cycle 2.

Table 4.8 The Students' Mean Score in the Mechanic

No	Criteria	Mechanic		
		Pre Test	Post Test 1	Post Test 2
1	Total Score	216	278	280
2	Mean	8.30	10.69	10.76

The table above represents the mean score in the mechanics aspect.
The mean score in the pre test was 8.30 and the score in the post test cycle
2 was 10.76. The gain score was 2.46. It shows that improvements was
achieved in the mechanics aspect.

Table 4.9 The Students' Mean Score in the Organization of Content

No	Criteria	Organization Of Content		
		Pre Test	Post Test 1	Post Test 2
1	Total Score	663	993	1042
2	Mean	25.05	38.19	40.07

Table above shows the mean score of the organization of content aspect achieved by the students. In the pre test, the mean score was 25.05 and in the post test cycle 2, the mean score was 40.07. Therefore, the gain score was 15.02.

The over all improvements achieved by the students of VIII A class at MTs Negeri 2 Kotamobagu are presented in the following chart.

Figure 4.2 The Students Improvement of Grammar, mechanic and organization of content
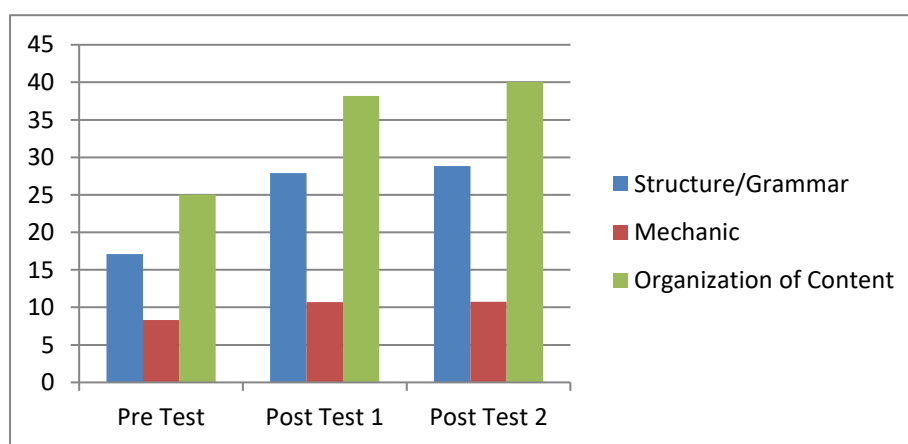
The researcher also found the positive and negative results from cycle 2:

1) Positive results
   a) Students were greater involved and motivated in learning English in order that they were more confident in learning English.
   b) Students can gain broader knowledge.
   c) Students can get other information that may be transferred to other subjects.

Table 4.10 Mean Comparison between Post 1 Test and Post Test 2

No.	Criteria	Post test cycle 1	Post test cycle 2
1.	Total score	1865	2102
2.	Mean	71.73	81.11
3.	Percentage	46.15%	96.15%

Figure 4.3 Mean Comparison between Post Test 1 and Post Test 2
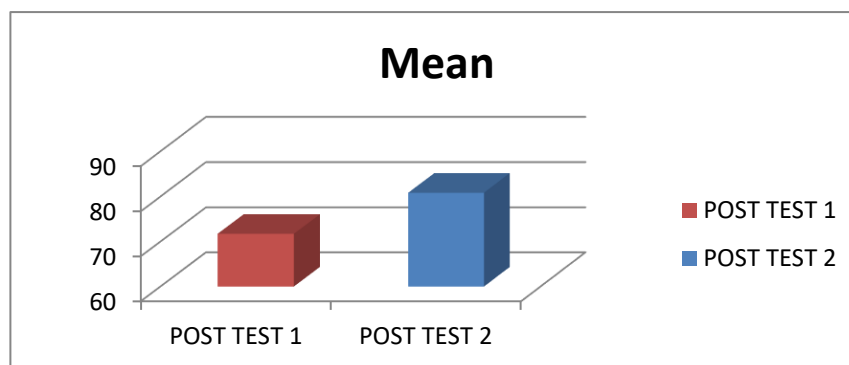
2) Negative results

From the analysis of the data, researchers and collaborators found a problem. It was about student handwriting. There were still a few students who were still writing with out the use of capital letters and right punctuation. In the first sentence, they should use capital letters, however they forget to apply them. While on the opposite hand, they do not should used capital letters, but they do. It was because of their stylish handwriting. They do not pay attention to right writing rules.

From the explanation above, the researcher concludes that contextual teaching and learning can improve students writing skill in descriptive text. By applying contextual learning, students even have a better information of the generic structure and linguistic capabilities in descriptive texts, specifically used the simple present tense and the way to organize texts.

3. Documentation

The purpose of this documentation is to study documents related to educator management at MTs N 2 Kotamobagu. During the research in class VIII A the researcher obtained written data in the form of lesson plans, photos, assignments, and student attendance lists. The researcher used the lesson plan that had been given by the English teacher at school. The researcher used material that has been prepared by the researcher, therefore the researcher changes some of the contents of the lesson plans such as the method used in class.

B. Disccusion

Based on the data received from the results of the research observation, pre-test, and post-test, the researcher concluded several findings that answered the formula of the research problem as stated in chapter one, specifically student achievement. In this process, the researcher identified several factors that caused the low writing ability of VIII A students. The cause came from the students and teachers. For class VIII A students, writing is the most difficult skill compared to others. There are several difficulties faced by students in using such as grammar, lack of vocabulary, content, punctuation, and sentence structure. They also have low motivation in English lessons, especially in writing texts. The teacher does not apply a method that provides opportunities for students to be active writers in class. As a result, students do not have enough time to practice writing.

Based on the explanation above, the teacher should use the right method to improve the students' writing ability. One of the methods which can make students learn to write better is Contextual Teaching and Learning (CTL). Contextual Teaching and Learning can be defined as a teaching and learning method that teaches the content of the material through language. By using Contextual Teaching and Learning, students get material content and language.

1. The implementation of Contextual Teaching and Learning

Contextual Teaching and Learning provides concepts to help teachers relate learning to real world situations.[1] CTL can motivate students' to learn to make connections between knowledge and the context of their lives. The strategy that researchers used in learning to improve students' writing skills is to used pictures. Students can describe according to the picture that has been given by the researcher.

In the learning process in the classroom, researchers used self writing technique. The teacher provided guidance and strategies to helped students who do not understand the material being taught. These activities enable

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[1] Sears.

students to understand the material in English. When the students received treatment, they were assigned tasks. Students work on completing the exercise. Students made a short descriptive text from these sentences. After finishing the exercise, they presented their work.

2. The improvement of students writing skill

Classroom action research is the application of fact-finding to solving problems in social situations to improve quality, which involves collaboration and cooperation.[2]

Based on the results of improvement students' writing skills before the research was carried out in class VIII A, students were passive during the teaching and learning process. They just listen to what the teacher has to say. They don't have ideas to share with others. By implementing Contextual Teaching and Learning (CTL), the students' are free to share their ideas in the class.

From the analysis of the mean scores of the writing ability test, it can be concluded that the used of CTL in learning to write in junior high schools does improve students' writing skills. The improvement of writing ability can be seen from the students' scores. The improvement were in the ability to create content, choosing appropriate words in vocabulary, making correct sentences with the used of grammar.

The improvement of the students' writing score from the mean score of post test in cycle one and cycle two can be seen below:

Tabel 4.11 Comparing score of pre test, post test 1, and post test 2

Pre Test	Post Test Cycle 1	PostTest Cycle 2
66.15	71.73	81.11

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[2] Anne Burn, *Collaborative Action Research for English Language Teachers* (Cambridge: Cambridge University Press, 2004).

Figure 4.4 Comparing score of pre-test, post test 1, and post-test 2
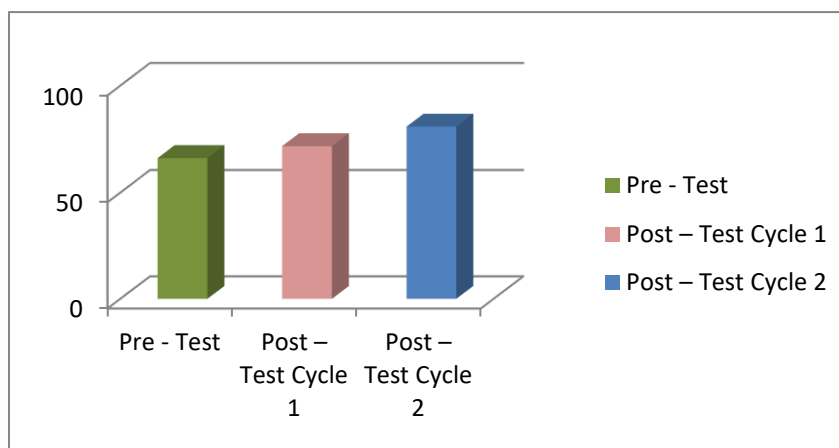
Based on the table above, it can be summarized that the students' writing skills were improved. From the pre test score of 66.15, it increased to 71.73 in post test 1 and became 81.11 in post test 2. This means that the implementation of Contextual Teaching and Learning can improve students' writing skills.

Based on the data above the students gave the positive responses with the implementation of contextual teaching and learning in writing descriptive text. Becasue they had a problem in their vocabulary when they want to write something but when they learn of used the CTL implementation with picture strategies and dictionary, it helped them to a make easy to understand about the story although they did not the vocabulary. Therefore they could write it with their own language.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the discussion in the previous chapter, the researcher does some conclusions.

1. The implementation of Contextual Teaching and Learning makes it easier for students to write descriptive text because students can write according to their experiences in the real world. Researcher used picture strategies to teaching learning in the classroom and the researcher provide guidance and help students understand the material being taught.

2. The improvement of students' writing skill after implementation the Contextual Teaching and Learning (CTL) method. Before the research was carried out in class VIII A, students tended to be passive during the teaching and learning process. They just listen to what the teacher has to said. They don't have ideas to share with others. By implementing Contextual Teaching and Learning used pictures, students are free to share ideas in class. From the analysis of the mean score of the writing skill test, it can be concluded that the used of Contextual Teaching and Learning in learning to write in junior high school improved students' writing skills. The percentage of students had significant improvements after implementing the method. The improvement can be seen from the result of test in each cycle. From the pre test score was 66.15 (23.07%) increased to 71.73 (46.15%) in post test 1 and it became 81.11 (96.15%) in post test 2. It means that the mean score of cycle 2 was better than cycle 1, and the mean score of cycle 1 was better than pre test.

B. Suggestions

Based on the result of this research which positively indicates that the used of Contextual Teaching and Learning with picture strategies could improve the students' skill at writing announcement. At the end of this chapter, the researcher would like to provide some suggestions regarding this research.

Hopefully these suggestions were useful for those who want to improve writing skills including English teachers, students, and other researchers.

1. The Teachers

    For the teachers who teach English Junior High School and other subjects, the teachers can use Contextual Teaching and Learning as the teaching methods. Teachers can use Contextual Teaching and Learning with picture strategies as an alternative method to improve students' achievement. By using Contextual Teaching and Learning, teachers can easily make interesting and comfortable classroom atmosphere, so that students' will not feel bored with the teaching and learning process.

2. The Students

    The researcher suggested the students to study English diligently and try to used it in their activities and to solve their problems in learning. Researchers hope that students were active in writing such as sending their writings to school magazines as a training medium to improve writing skills and confidence. One of the ways to improve their writing skills and grow their motivation and confidence in learning English is Contextual Teaching and Learning with pictures of strategies. By using this method, it is expected that students are actively involved in English class and often practice English.

3. The Other Researcher

    This research studies the implementation of the use of Contextual Teaching and Learning to improve students' writing skill in descriptive text. It is hoped for other researchers that the results of this study can be used as an additional reference for further research carried out in the future to create a better teaching and learning process so that Contextual Teaching and Learning can be applied to improve students' writing skills. In addition, the researcher realized that there were still some weaknesses in its implementation. The researcher hopes for some suggestions from other researchers to improve and make it even better.

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APPENDICES

APPENDIX 1: LESSON PLAN

The First Meeting

LESSON PLAN
Madrasah Tsanawiyah Negeri 2 Kotamobagu
Academic Year 2021/2022

Subjects	English
Class / Semester	VIII A / Ganjil
Subject matter	Descriptive Text
Time Allocation	2 X 30 Minutes

(1)	(2)
LEARNING OBJECTIVES	• Analyze sentence structure that specifies steps of work • Capturing meaning contextually related to social functions, text structure, and linguistic elements of descriptive text and writing, very short and simple, in the form of recipes and manuals. • Make descriptive text related to everyday life in written form
LEARNING METHODS	• Face to face with students in classroom • Learning materials descriptive text through Contextual Teaching and Learning (CTL)
LEARNING ACTIVITY STEPS	1. **Introduction:** Greetings and prayers, conditioning students, providing motivation and perception, conveying the scope of material, the form of activities to be carried out and the form of assessment. 2. **Core:** Manage face-to-face learning with students 3. **Closing:** Summing up the material, reflecting and motivating, conveying follow-up plans, providing evaluations related to students' understanding of the material being taught
ASSESSMENT	1. **Attitude:** Observation and Journal 2. **Knowledge:** Written and oral tests

	3. **Skills:** Performance in the form of written descriptive text

Knowing,

Head master

Kotamobagu, 16 June 2021

Teacher

Asri Maaku, S.Pd.

NIP. 19691104 200312 1 001

Intan Bareng

NIM: 17.2.6.026

The Second Meeting

LESSON PLAN
Madrasah Tsanawiyah Negeri 2 Kotamobagu
Academic Year 2021/2022

Subjects	English
Class / Semester	VIII A / Ganjil
Subject matter	Descriptive Text
Time Allocation	2 X 30 Minutes

(1)	(2)
LEARNING OBJECTIVES	- Analyze sentence structure that specifies steps of work - Capturing meaning contextually related to social functions, text structure, and linguistic elements of descriptive text and writing, very short and simple, in the form of recipes and manuals. - Make descriptive text related to everyday life in written form
LEARNING METHODS	- Face to face with students in classroom - Learning materials descriptive text through Contextual Teaching and Learning (CTL)
LEARNING ACTIVITY STEPS	1. **Introduction:** Greetings and prayers, conditioning students, providing motivation and perception, conveying the scope of material, the form of activities to be carried out and the form of assessment. 2. **Core:** Manage face-to-face learning with students 3. **Closing:** Summing up the material, reflecting and motivating, conveying follow-up plans, providing evaluations related to students' understanding of the material being taught
ASSESSMENT	1. **Attitude:** Observation and Journal 2. **Knowledge:** Written and oral tests

	3. **Skills:** Performance in the form of written descriptive text

Knowing,

Head master

Asri Maaku, S.Pd.

NIP. 19691104 200312 1 001

Kotamobagu, 13 July 2021

Teacher

Intan Bareng

NIM: 17.2.6.026

The Third Meeting

LESSON PLAN

Madrasah Tsanawiyah Negeri 2 Kotamobagu

Academic Year 2021/2022

Subjects	English
Class / Semester	VIII A / Ganjil
Subject matter	Descriptive Text
Time Allocation	2 X 30 Minutes

(1)	(2)
LEARNING OBJECTIVES	• Analyze sentence structure that specifies steps of work • Capturing meaning contextually related to social functions, text structure, and linguistic elements of descriptive text and writing, very short and simple, in the form of recipes and manuals. • Make descriptive text related to everyday life in written form
LEARNING METHODS	• Face to face with students in classroom • Learning materials descriptive text through Contextual Teaching and Learning (CTL)
LEARNING ACTIVITY STEPS	1. **Introduction:** Greetings and prayers, conditioning students, providing motivation and perception, conveying the scope of material, the form of activities to be carried out and the form of assessment. 2. **Core:** Manage face-to-face learning with students 3. **Closing:** Summing up the material, reflecting and motivating, conveying follow-up plans, providing evaluations related to students' understanding of the material being taught
ASSESSMENT	1. **Attitude:** Observation and Journal 2. **Knowledge:** Written and oral tests

3. **Skills:** Performance in the form of written descriptive text

Knowing,

Head master

Asri Maaku, S.Pd.

NIP. 19691104 200312 1 001

Kotamobagu, 16 July 2021

Teacher

Intan Bareng

NIM: 17.2.6.026

The Fourth Meeting

LESSON PLAN

Madrasah Tsanawiyah Negeri 2 Kotamobagu

Academic Year 2021/2022

Subjects	English
Class / Semester	VIII A / Ganjil
Subject matter	Descriptive Text
Time Allocation	2 X 30 Minutes

(1)	(2)
LEARNING OBJECTIVES	• Analyze sentence structure that specifies steps of work • Capturing meaning contextually related to social functions, text structure, and linguistic elements of descriptive text and writing, very short and simple, in the form of recipes and manuals. • Make descriptive text related to everyday life in written form
LEARNING METHODS	• Face to face with students in classroom • Learning materials descriptive text through Contextual Teaching and Learning (CTL)
LEARNING ACTIVITY STEPS	1. **Introduction:** Greetings and prayers, conditioning students, providing motivation and perception, conveying the scope of material, the form of activities to be carried out and the form of assessment. 2. **Core:** Manage face-to-face learning with students 3. **Closing:** Summing up the material, reflecting and motivating, conveying follow-up plans, providing evaluations related to students' understanding of the material being taught
ASSESSMENT	1. **Attitude:** Observation and Journal 2. **Knowledge:** Written and oral tests

	3. **Skills:** Performance in the form of written descriptive text

Knowing,

Head master

Asri Maaku, S.Pd.

NIP. 19691104 200312 1 001

Kotamobagu, 19 July 2021

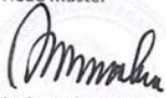Teacher

Intan Bareng

NIM: 17.2.6.026

The Fifth Meeting

LESSON PLAN

Madrasah Tsanawiyah Negeri 2 Kotamobagu

Academic Year 2021/2022

Subjects	English
Class / Semester	VIII A / Ganjil
Subject matter	Descriptive Text
Time Allocation	2 X 30 Minutes

(1)	(2)
LEARNING OBJECTIVES	• Analyze sentence structure that specifies steps of work • Capturing meaning contextually related to social functions, text structure, and linguistic elements of descriptive text and writing, very short and simple, in the form of recipes and manuals. • Make descriptive text related to everyday life in written form
LEARNING METHODS	• Face to face with students in classroom • Learning materials descriptive text through Contextual Teaching and Learning (CTL)
LEARNING ACTIVITY STEPS	1. **Introduction:** Greetings and prayers, conditioning students, providing motivation and perception, conveying the scope of material, the form of activities to be carried out and the form of assessment. 2. **Core:** Manage face-to-face learning with students 3. **Closing:** Summing up the material, reflecting and motivating, conveying follow-up plans, providing evaluations related to students' understanding of the material being taught
ASSESSMENT	1. **Attitude:** Observation and Journal 2. **Knowledge:** Written and oral tests

	3. **Skills:** Performance in the form of written descriptive text

Knowing,

Head master

Asri Maaku, S.Pd.

NIP. 19691104 200312 1 001

Kotamobagu, 27 July 2021

Teacher

Intan Bareng

NIM: 17.2.6.026

The Sixth Meeting

LESSON PLAN
Madrasah Tsanawiyah Negeri 2 Kotamobagu
Academic Year 2021/2022

Subjects	English
Class / Semester	VIII A / Ganjil
Subject matter	Descriptive Text
Time Allocation	2 X 30 Minutes

(1)	(2)
LEARNING OBJECTIVES	• Analyze sentence structure that specifies steps of work • Capturing meaning contextually related to social functions, text structure, and linguistic elements of descriptive text and writing, very short and simple, in the form of recipes and manuals. • Make descriptive text related to everyday life in written form
LEARNING METHODS	• Face to face with students in classroom • Learning materials descriptive text through Contextual Teaching and Learning (CTL)
LEARNING ACTIVITY STEPS	1. **Introduction:** Greetings and prayers, conditioning students, providing motivation and perception, conveying the scope of material, the form of activities to be carried out and the form of assessment. 2. **Core:** Manage face-to-face learning with students 3. **Closing:** Summing up the material, reflecting and motivating, conveying follow-up plans, providing evaluations related to students' understanding of the material being taught
ASSESSMENT	1. **Attitude:** Observation and Journal 2. **Knowledge:** Written and oral tests

	3. **Skills:** Performance in the form of written descriptive text

Knowing,

Head master

Asri Maaku, S.Pd.

NIP. 19691104 200312 1 001

Kotamobagu, 02 Agust 2021

Teacher

Intan Bareng

NIM: 17.2.6.026

APPENDIX 2: STUDENTS ATTENDEES

Students Attendees

Madrasah Tsanawiyah Negeri 2 Kotamobagu

Tahun Ajaran 2021/2022

Subject : English

Class   : VIII A

NO	NAME	L/P
1	Aisyah Sabrina	P
2	Alifah Rahmatia Manggo	P
3	Alfiah Putri Kobidon	P
4	Alika M. Syahrir	P
5	Amanda Pratiwi Tampoy	P
6	Azzura Revalina Aryanto	P
7	Citra A. Mistani	P
8	Clarina Mulya Latifa	P
9	Erika Kayla Aura	P
10	Eryna Nayla Fachri	P
11	Fajar A. Zakaria	L
12	Fahri Putra Koeswanto	L
13	Fahri D. A Paputungan	L
14	Fauzzhya Hibo	P
15	Fatimah A. Ghani	P
16	Kasih Altafanisa Paransi	P
17	Khalilah Falisha	P
18	Moh. Anugrah R. Age	L
19	Meyta Agnia Damopolii	P
20	Naurah Izzatul Nafiah	P
21	Putri Rompis	P
22	Salsabila Khanzani Az-zahra	P
23	Salsabila Maani	P
24	Sri Mursyahri Lenson	P
25	Yasin Ahmad Alfaqih	L
26	Zahra Dwi Sabrina Bonok	P

APPENDIX 3: LEARNING MATERIALS

DESCRIPTIVE TEXT

LEARNING MATERIALS

What is Descriptive Text?

Descriptive text is a text that describes something. For example, describing a person, animal, or object, both in shape, characteristics, numbers, and so on. The descriptive text also aims to explain, describe or reveal someone or an object.

Generic Structure of Descriptive Text.

- Identification

The identification section contains an introduction and an overview of a topic. Identification serves as an introduction to what we are describing. so that readers or listeners do not misunderstand. In the introduction section, you must also mention the reasons why the author chose that place to tell.

- Description

The description section contains all general to special characteristics or properties contained in the object, person, or animal that you are describing. For example, when we tell about a place, we can start from the overall characteristics of a place such as how the landscape, buildings, weather, and so on, then refer to special details that complement the previous general explanation.

Now try to observe the generic structure of Descriptive Text below:

MATERI 1

My dog

(Identification)

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

(Description)

His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and a big body. I always take him for a walk around because he really like it. Jiji is already a part of our family.

Explanation:

- The first paragraph is an identification because it tells the general point of the whole story. Like that the author has a male dog who was given orders when he was a birthday.
- The second paragraph is a general to specific description or description. Like that the name of the dog in the text above is Jiji with soft brown fur, it also tells about the nature and habits of the dog.

Descriptive Text of Characteristics

- Using the Simple Present Tense. These tenses are used because in descriptive texts we will explain a fact or truth contained in a thing or person.

- Use lots of Adjective words. The adjective is used because in the descriptive text we will describe the properties of an object, human, or animal.
- We will often come across many "is" or related verbs (conjunctions) in descriptive texts because 'is' means 'is' which leads to the explanation of the object, person, or animal that we are describing.
- Descriptive text only focuses on explaining one object.

MATERI 2

My Lovely Cat

I have a stray cat as my pet. He is really playful, he loved to play with me and the new things he found. He has orange and with fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to chat his tail sometimes. I also like to told him in my hand, when I hold him like that he will fall asleep.

MATERI 3

My Bedroom

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the centre of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there. There IS a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.

SIMPLE PRESENT TENSE

Simple present tense Affirmative

Untuk membentuk kalimat affirmative, rumusnya adalah :

S + Verb 1 / verb dasar / to be (is, am, are) + O

Contoh simple present tense affirmative :

- Intan is the ministry of maritime affairs and fisheries
- She read Harry Potter books everyday
- They watch new movies every Sunday

Simple present tense Negative

Untuk membentuk kalimat simple present tebse negative, biasanya menggunakan tambahan **Don't** atau **Doesn't** sebelum kata kerja, kecuali **To be** dan **Modal,** rumusnya adalah :

S + to be (is, am, are) + Not + O

Contoh simple present tense negative :

- Intan is not the ministry of maritime affairs and fisheries
- She doesn't read Harry Potter book every day.
- She don't watch new movies every Sunday

Perhatikan untuk subjek bentuk ke 3 (she, he, it), setelah kata don't atau doesn't, bentuk verb tidak ditambahkan s/es.

Simple present tense interrogative

Untuk membentuk kalimat introgative / kalimat pertanyaan, biasanya menggunakan tambahan do atau does di depan kalimat.

Rumusnya adalah sebagai berikut :

> **Do / Does + S + Verb 1 + O**

Kata **do** digunakan jika subjeknya adalah 1, **you, they, atau we.** Namun, kata **does** digunakan jika subjeknya adalah bentuk ke tiga (**she, he, it**)**.**

Contoh simple present tense interrogative:

- Does she read a Harry Potter book ?
- Do they watch a new movie everyday?
- Do you play basketball every morning?

Apabila kata kerja (Verb) berupa **To be / Modal,** maka jangan menggunakan kata **do / does.**

Contoh :

- Isintan the ministry of maritime affairs and fisheries?
- Are you new staff of wall street English?
- Are they football fans Persija Jakarta?

APPENDIX 4: TEST

PRE TEST

Look at this picture and write based on descriptive text!

"My Birtd"

POST TEST

CYCLE 1

Look at this picture and write based on descriptive text!

"My little Rabbit"

POST TEST

CYCLE 2

Look at this picture and write based on descriptive text!

"My House"

APPENDIX 5: THE RESULT OF STUDENTS ACHIEVEMENT

The Result of Students Achievement

No.	Name	Pre Test	Post Test 1	Post Test 2
1.	Aisyah Sabrina	65	70	80
2.	Alifa Rahmatia Manggo	65	70	79
3.	Alfia Putri Kabidon	67	72	82
4.	Alika M Syahrir	70	75	83
5.	Amanda Pratiwi Tampoy	55	65	75
6.	Azzura Revalina Aryanto	70	78	85
7.	Citra A Mistani	75	75	80
8.	Clarina Mulya Latifa	68	77	88
9.	Erika Kayla Aura	7	77	90
10.	Erina Nayla Fachri	75	65	75
11.	Fajar A Zakaria	50	68	79
12.	Fahri Putra koeswanto	60	75	80
13.	Fahri D. A Paputungan	70	75	82
14.	Fauzzhya Hibo	75	78	90
15.	Fatima A Ghani	65	68	77

16.	Kasih Altafunisa Paransi	68	70	80
17.	Khalilah Falisha	75	78	87
18.	Moh. Anugrah R Age	65	70	79
19.	Meyta Agnia A Damopolii	50	60	60
20.	Naurah Izzatul Nafiah	60	65	80
21.	Putri Rompis	75	79	90
22.	Salsabila Khazani Az-Zahra	65	72	80
23.	Salsabila Maani	70	75	85
24.	Sri Mursyahri Lenson	55	68	75
25.	Yasin Ahmad Alfaqih	60	65	78
26.	Zahra Dwi Sabrina Bonok	72	75	90
Amount		1720	1865	2109
Mean		66.15	71.73	81.11

In which: KKM= Standart minimum score/passing grade (75)

APPENDIX : 6 THE STUDENTS SCORE IN RUBRIC ASSESSMENT

The Students' Score in the Structure/Grammar

No	Name	Structure/Grammar		
		Pre Test	Post Test 1	Post Test 2
1	AS	15	28	29
2	ARM	15	28	30
3	APK	16	28	29
4	AMS	15	28	29
5	APT	17	29	31
6	ARA	17	30	31
7	CAM	18	29	31
8	CML	20	28	30
9	EKA	19	31	31
10	ENF	15	31	31
11	FAZ	16	28	28
12	FPK	17	29	29
13	FDAP	20	30	30
14	FH	18	30	30
15	FAG	15	28	29
16	KAP	15	28	28
17	KF	18	28	28
18	MARA	17	29	29
19	MAAD	15	15	15
20	NIN	17	17	28
21	PR	16	28	28
22	SKA	20	29	29
23	SM	20	31	31
24	SML	19	29	29
25	YAA	18	28	28
26	ZDSB	17	29	29
TOTAL		445	726	750
MEAN		17.11	27.92	28.84

The Students' Score in the Mechanic

No.	Name	MECHANIC		
		Pre Test	Post Test 1	Post Test 2
1	AS	10	10	10
2	ARM	7	10	10
3	APK	8	11	12
4	AMS	9	10	10
5	APT	8	12	12
6	ARA	8	11	11
7	CAM	9	10	10
8	CML	9	10	11
9	EKA	9	11	11
10	ENF	7	10	10
11	FAZ	9	12	12
12	FPK	8	11	11
13	FDAP	7	10	10
14	FH	7	10	10
15	FAG	8	11	11
16	KAP	11	12	12
17	KF	7	10	10
18	MARA	9	11	11
19	MAAD	7	10	10
20	NIN	8	12	12
21	PR	9	12	12
22	SKA	10	10	10
23	SM	9	12	12
24	SML	8	10	10
25	YAA	7	10	10
26	ZDSB	8	10	10
TOTAL		216	278	280
MEAN		8.30	10.69	10.76

The Students' Score in the Organization of Content

No.	Name	ORGANIZATION OF CONTENT		
		Pre Test	Post Test 1	Post Test 2
1	AS	22	36	40
2	ARM	25	36	37
3	APK	28	37	37
4	AMS	23	36	38
5	APT	23	38	43
6	ARA	24	40	44
7	CAM	28	40	43
8	CML	27	38	40
9	EKA	25	36	38
10	ENF	25	37	39
11	FAZ	22	37	39
12	FPK	24	38	40
13	FDAP	23	39	40
14	FH	22	40	43
15	FAG	29	39	32
16	KAP	29	37	40
17	KF	30	36	39
18	MARA	31	38	42
19	MAAD	14	35	27
20	NIN	24	38	40
21	PR	30	40	44
22	SKA	29	41	44
23	SM	27	42	42
24	SML	28	39	43
25	YAA	25	40	44
26	ZDSB	26	40	44
	TOTAL	663	993	1042
	MEAN	25.05	38.19	40.07

APPENDIX 7 : THE GRAPHIC OF AVERAGE OF STUDENTS' ACHIEVEMENT

The Graphic of average of Students' Achievement
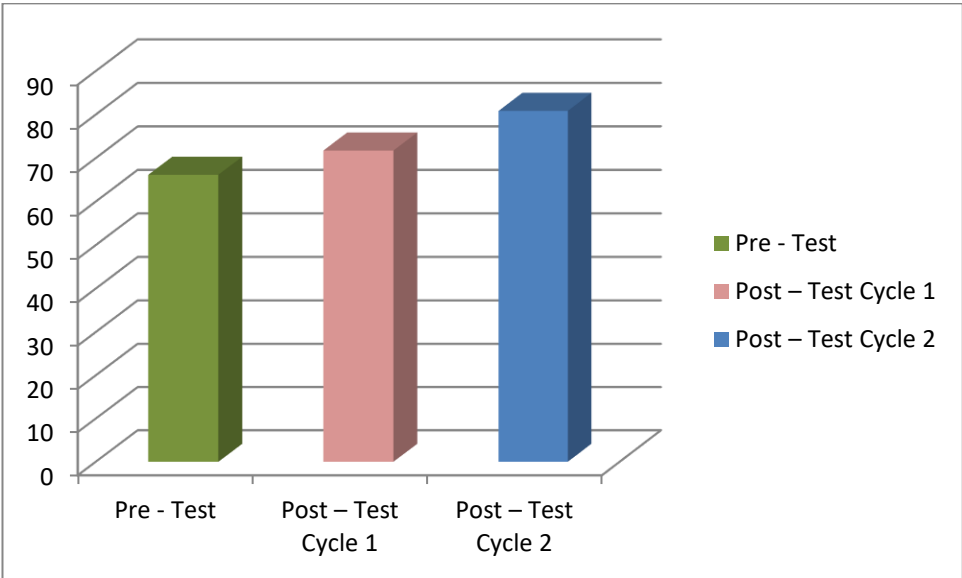
APENDIX 8: TOTAL SCORE OF THE HIGHEST AND LOWEST OF TEST

Total Score of The Highest and Lowest Pre Test

No	The Higher Score		The Lowest Score	
	Name	**Score**	**Name**	**Score**
1.	Alika M Syahrir	70	Meyta Agnia A Damopolii	50
2.	Zahra Dwi Sabrina Bonok	72	Amanda Pratiwi Tampoy	55

Total Score of The Highest and Lowest Post Test 1

No	The Higher Score		The Lowest Score	
	Name	**Score**	**Name**	**Score**
1.	Azzura Revalina Aryanto	78	Meyta Agnia A Damopolii	60
2.	Clarina Mulya Latifa	77	Erina Nayla Fachri	65

Total Score of The Highest and Lowest Post Test 2

No	The Higher Score		The Lowest Score	
	Name	**Score**	**Name**	**Score**
1.	Erika Kayla Aura	90	Meyta Agnia A Damopolii	60
2.	Clarina Mulya Latifa	88	Amanda Pratiwi Tampoy	75

APPENDIX 9: THE STUDENTS ANSWER SHEET

The Students Answer Sheet of the Highest Score in Pre Test

The Students Answer Sheet of the Lowest Score in Pre Test

Test 1

- " My Birtd "

his feathers are yellow and his wings are red , he
always fings every day

Look at this Picture and
write based on descriptive
text!

jawaban :

di sana ada seorang
burung yg berdiri
di tangkai
burung tersebut punya
2 warna.

The Students Answer Sheet of the Highest Score in Post Test 1

"my little Rabbit"

look at those two bunnies, they are so adorable
one has a very pretty plain gray color. One rabbit
is no less beautiful, which has a combination of
gray and black. and also behind them looks very
beautiful scenery.

"My little Rabbit"

Rabbit is a small sized mammal with thick fur and long ears.
Their are the most noticeable characteristic from this animal.

tarjemahan

kelinci adalah mamalia berukuran kecil yang memiliki bulu tebal dan
telinga panjang. Telinga mereka adalah ciri- ciri yang paling mudah
dikenali dari binatang ini.

The Students Answer Sheet of the Lowest Score in Post Test 1

Rabbit

Indentification
I have a little rabbit is is a female. I
Really love hert my peat

Look at this Pict
and write based   descriptive
text!

jawaban :

digambar ada 2 ekor
kelinci
kelinci tersebut
dua kaki
disekitar kelinci
tersebut ada pohon dan
gunung

The Students Answer Sheet of the Highest Score in Post Test 2

my House

this is my house, the place where i was raised
by my family. even though my home is sim-
ple i am very comfortable in this house be-
cause this is where i grew up from small to
big, i always keep my house clean because
clean lines is also important. I am very h-
appy to live in this house a historic house
for me, when it rains, it's hot, my home
is my shade and my shelter.

---

2. My House

Identification

My home address is on Cempaka Street, Lingk. III, Rt. 14, Rw. 006, kel.
Mogplaing.

Description

I live in Mogplaing, my house enters the graveyard. It sound scary but
to me it's not. I live at home with my mother and grand mother. Jes...
there were only theree of us in the house. My house is white and has
a terrace in the front yard and beautiful flowers. I have some friends
around my house, so I'm not lonely and alone at home. I like living in my
house, I have family and friends who are always there when I'm in trouble.

The Students Answer Sheet of the Lowest Score in Post Test 2

Look at this picture and write on descriptive text!

jawaban =

di gmbr ada sebuah rumah
rumah tersebut memiliki Pagar, jendela dan Pintu
di dalam rumah trsebut ada dapur, ruang makan, kamar, dan sebagai.

Look at this picture and write based on descripture text!
" My house "

My house is the most comfortable house, because it has a harmonious and complementary and caring family. sometimes they are very possessive but I love them very much.

APPENDIX 10: THE PERCENTAGE OF THE STUDENTS WHO PASSED

THE KKM

The Percentage of the Students who Passed the KKM

NO	TEST	PERCENTAGE
1.	Pre-Test	23.07%
2.	Post Test 1	45.15%
3.	Post Test 2	96.15%

The Result of Observation

NO	NAME	CYCLE 1								CYCLE 2							
		MEET 1				MEET 2				MEET 1				MEET 2			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	AS	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√
2	ARM			√	√			√	√	√	√	√	√	√	√	√	√
3	APK				√	√			√	√	√	√	√	√	√	√	√
4	AMS	√		√	√	√	√		√	√	√	√	√	√	√	√	√
5	APT	√	√			√		√	√	√		√	√	√	√	√	√
6	ARA	√	√	√		√	√	√		√	√		√	√	√	√	√
7	CAM	√	√	√	√		√	√		√	√	√	√		√	√	√
8	CML			√	√	√		√		√	√	√	√	√	√	√	√
9	EKA	√		√	√		√		√	√			√	√	√	√	√
10	ENF	√				√	√	√	√	√		√	√			√	√
11	FA.Z				√	√		√	√		√	√	√	√		√	√
12	FPK		√	√				√	√	√		√		√	√	√	
13	FAP	√		√		√	√		√	√	√	√		√	√	√	√
14	FH	√	√	√	√	√		√			√	√	√		√	√	√
15	FAG			√	√	√		√		√	√	√	√	√		√	√
16	KAP			√		√			√	√	√	√	√	√		√	√
17	KF	√	√	√			√	√	√	√	√		√	√	√	√	√
18	MAA				√	√		√	√	√	√	√	√		√	√	√
19	MAD	√				√		√		√		√		√			
20	NIN	√		√	√		√	√	√	√	√	√	√	√		√	√

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
21	PR	√		√	√	√	√		√	√		√	√	√	√	√	√
22	SKA	√		√	√		√	√		√	√	√	√	√	√	√	√
23	SM	√	√	√	√	√		√	√	√	√		√	√	√	√	√
24	SML					√	√	√		√		√	√	√	√	√	√
25	YAA	√	√	√		√	√	√	√			√	√	√	√	√	√
26	ZSB	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
AMOUNTH OF STUDENTS ACTIVITIES IN THECLASSROOM		17	9	19	10	19	14	21	18	23	18	22	23	22	20	24	24

Information:

1= The students' attention to the teacher explanation (focus, making notes)

2 = The students' active participation during the lesson (asking andanswering questions, giving opinion

3 = The students' response toward CTL method (happy, interested)

4 = The students' seriousness in writing descriptive text (write seriously, did the instruction)

APPENDIX 12: TOTAL NUMBER OF STUDENT ACTIVITIESAND PRESENTAGE IN OBSERVATION SHEET

Total Number of Student activitiesand Presentage in Observation Sheet

NO	ASPECT	TOTAL NUMBER OF STUDENT				PERSENTAGE			
		CYCLE 1		CYCLE 2		CYCLE 1		CYCLE 2	
		Meet 1	Meet 2	Meet 1	Meet 2	Meet 1	Meet 2	Meet 1	Meet 2
1.	The students' attention to the teacher explanation (focus, making notes)	17	19	23	22	65,38%	73,07%	88,46%	84,61%
2.	The students' active participation during the lesson (asking andanswering questions, giving opinion	9	14	18	20	34,61%	53,84%	69,23%	76,92%
3.	The students' response toward CTL method (happy, interested)	19	21	22	25	73,07%	80,76%	84,61%	96,14%
4.	The students' seriousness in writing descriptive text (write seriously, did the instruction)	10	18	23	24	38,46%	69,03%	88,46%	92,30%

APPENDIX 13: FIELD NOTE

FIELD NOTE

Code   : FN/PreOb/Juny/14th2021

Title   : Pre Observation

Researcher   : Intan Bareng

Place   : VIII A Classroom

Time   : 08.00 – 08.30 am, Monday, Juny 14th 2021

Peneliti pergi ke MTs Negeri 2 Kotamobagu untuk mengamati proses belajar mengajar bahasa Inggris. Peneliti akan menemui kepala sekolah MTs Negeri 2 Kotamobagu, namun beliau tidak ada. Peneliti menemui Ibu Nur sebagai kepala kurikulum sekolah. Bu Nur menyuruh saya duduk kemudian bertanya "Ada yang bisa saya bantu, dek?". Peneliti memperkenalkan diri dan menjelaskan tujuannya. Peneliti meminta ijin untuk melakukan penelitian di MTs Negeri 2 Kotamobagu. Bu Nur menanyakan penelitian tentang apa dan kelas apa. Kemudian peneliti menjawab bahwa peneliti akan melakukan penelitian tindakan kelas dan kelasnya adalah kelas delapan. Kemudian Bu Nur berkata "Oh iya dek kemarin saya sudah bilang sama Bapak Kepala Sekolah, boleh jadi mbak bisa langsung menemui Ibu Rini sebagai guru pengampu dek". Peneliti mengucapkan terima kasih kepada Ibu Nurand yang telah mencari Ibu Rini.

Pertama, peneliti bertemu dengan Ibu Rini dan menyapanya. Peneliti menjelaskan tujuannya kepada Ibu Rini. Kemudian Ibu Rini mempersilahkan peneliti untuk melakukan penelitian di kelasnya. Dia mengundang peneliti untuk bergabung dengan kelasnya hari ini. Ia mempersilahkan peneliti untuk mengamati kondisi belajar mengajar di kelas VIII A.

FIELD NOTE

Code   : FN/PreT/Jun/15th2021

Title   : Pre Test

Researcher   : Intan Bareng

Place   : VIII A Classroom

Time   : 08.00 – 08.30 am, Tuesday, Juny 15th 2021

Peneliti memberikan pre test kepada siswa kelas VIII A. Tes ini bertujuan untuk mengetahui kemampuan menulis siswa dalam teks deskriptif. Sebelum pre-test dimulai, peneliti membuka kelas dengan mengucap Assalamualaikum wr.wb. Peneliti memperkenalkan dirinya sebagai guru baru. Peneliti menjelaskan tujuan dan rencananya kepada mahasiswa bahwa dia akan melakukan penelitian di kelas mereka untuk memenuhi tesisnya. Setelah itu peneliti menjelaskan kepada siswa tentang pre test dan tujuan dari pre test. Kemudian, peneliti memberi mereka kertas dan meminta mereka untuk melakukan tes awal. Peneliti memberikan instruksi kepada mereka untuk membuat teks deskriptif. Ketika bel berbunyi, peneliti meminta siswa untuk menyerahkan tugas mereka. Peneliti mengucapkan terima kasih dan menutup pembelajaran dengan wassalamualaikum wr.wb.

FIELD NOTE

Code : FN/Ob1/Jun/16th2021

Title : The first meeting in cycle 1

Researcher : Intan Bareng

Place : VIII A Classroom

Time : 08.00 – 08.30 am, Wednesday, Juny 16th 2021

Peneliti memasuki kelas bersama-sama dengan kolaborator. Peneliti membuka proses belajar mengajar dengan mengucapkan salam kepada siswa "Assalamualaikum, apa kabar siswa?" peneliti bertanya. Para siswa menjawab, "Walaikumsalam, saya baik-baik saja. Terima kasih. Bagaimana denganmu?" Kemudian peneliti menjawab, "Saya juga baik, terima kasih." Kemudian peneliti memeriksa daftar hadir siswa. Setelah mengecek kehadiran siswa, peneliti bertanya kepada siswa "Apakah kamu tahu tentang teks deskriptif?" Siswa menjawab "Ya, saya Bu." Mereka semua mengetahui teks deskriptif. Kemudian peneliti menanyakan tentang struktur generik. Sebagian besar menjawab bahwa mereka mengetahui struktur generik deskriptif. Peneliti juga menanyakan tentang ciri kebahasaan teks deskriptif, tetapi mereka tidak dapat menjawabnya."Apakah kamu pernah membuat teks deskriptif pendek?" tanya peneliti. Siswa tidak bisa menjawab. Kemudian, peneliti mengulang pertanyaan di Indonesia, "Pernah menulis teks deskriptif?" "Saya pernah punya tapi saya lupa, Bu," jawab siswa spontan. Bahkan , mereka masih bingung dalam menggunakan tata bahasa yang tepat untuk membuat teks deskriptif, oleh karena itu peneliti mencoba menjelaskan dan membantu mereka.

FIELD NOTE

Code   : FN/Ob2/Jul/13th2021

Title   : The Second Meeting

Researcher   : Intan Bareng

Place   : VIII A Classroom

Time   : 08.00 – 08.30 am, Tuesday, July 13th 2021

Pertemuan kedua akan dilaksanakan pada hari Selasa. Mulai pukul 08.00 sampai dengan 08.30 WIB peneliti memasuki kelas VIII A. Peneliti membuka kelas dengan salam dan mengecek kehadiran siswa. Pada pertemuan kedua, peneliti meninjau kembali materi sebelumnya. Selanjutnya peneliti memberikan gambaran seperti pertemuan sebelumnya. Peneliti meminta siswa untuk membuat teks deskriptif pendek secara individu. Kelas sedikit bising, tetapi peneliti mampu mengatasinya. Setelah menyelesaikan latihan, peneliti meninjau materi dan meminta siswa untuk mengumpulkan pekerjaannya. Peneliti menutup pembelajaran dengan mengucapkan hamdalah bersama-sama.

FIELD NOTE

Code   : FN/Ob3/Jul/16th2021

Title   : Post Test in Cycle 1

Researcher   : Intan Bareng

Place   : VIII A Classroom

Time   : 08.00 – 08.30 am, Friday, July 16th 2021

Peneliti membuka kelas dengan mengucap assalamualaikum dan mengecek kehadiran siswa. Ada beberapa tanggapan dari siswa; senang, sedih, kesal, dll. Kemudian, materi teks deskriptif direview kembali. Setelah itu, dia menjelaskan apa yang akan mereka lakukan hari ini. Peneliti memberikan secarik kertas dan gambar kepada siswa. Tema post test 1 adalah binatang. Peneliti memberikan arahan kepada siswa untuk membuat teks deskriptif sederhana secara individu. Mereka tidak dapat menggunakan kamus untuk membantunya. Setelah menyelesaikan latihan, waktunya habis. Peneliti meminta siswa untuk mengumpulkan pekerjaan mereka dan berterima kasih atas partisipasi mereka. Ia menutup pelajaran dengan mengucapkan hamdalah bersama-sama.

FIELD NOTE

Code : FN/Ob4/Jul/19th2021

Code : FN/Ob4/Jul/19th2021

Title : The First Meeting in Cycle 2

Researcher : Intan Bareng

Place : VIII A Classroom

Time : 08.00 – 08.30 am, Monday, July 19th 2021

Peneliti memasuki kelas VIII A. Membuka kelas dengan mengucap Assalamualaikum. Kemudian peneliti menyapa siswa dan mengecek kehadiran siswa. Peneliti mengulas tentang teks deskriptif dan cara membuat teks deskriptif yang baik. Dalam hal ini, peneliti mengajari mereka tentang present tense dan past tense. Selanjutnya peneliti mengingatkan siswa kelas VIII A tentang penggunaan tanda baca yang benar dalam sebuah kalimat. Meningkatkan pengetahuan siswa tentang teks deskriptif dan penguasaan kosakata bahasa Inggris melalui kamus. Peneliti memberikan contoh dan meminta mereka untuk membuat teks deskriptif. Setelah selesai, peneliti meminta siswa untuk menyerahkan lembar kerja mereka. Peneliti juga mengingatkan siswa untuk mempersiapkan pertemuan selanjutnya. Kemudian peneliti menutup kelas dengan ucapan terima kasih dan Wassalamualikum.

FIELD NOTE

Code : FN/Ob5/Jul/27th2021

Title : The Second Meeting in Cycle 2

Researcher : Intan Bareng

Place : VIII A Classroom

Time : 08.00 – 08.30 am, Monday, July 27th 2021

Peneliti masuk ke kelas VIII A. Ia membuka kelas dengan mengucapkan Assalamualaikum dan menyapa serta mengecek kehadiran siswa. Tidak ada yang absen untuk hari itu. Peneliti melanjutkan dengan meninjau materi dan menjelaskan secara singkat. Untuk meningkatkan pengetahuan siswa tentang teks deskriptif dan penguasaan kosakata bahasa Inggris melalui kamus. Peneliti memberikan tugas kepada siswa terkait dengan hal tersebut. Pertama, siswa harus menulis teks deskriptif tentang suatu tempat berdasarkan gambar dalam tugas. Pada tahap ini peneliti meminta siswa untuk bekerja menggunakan kamus untuk memudahkan mereka menemukan kosakata yang mereka butuhkan.

FIELD NOTE

Code   : FN/Ob6/Aug/2th2021

Title   : Post Test in Cycle 2

Researcher   : Intan Bareng

Place   : VIII A Classroom

Time   : 08.00 – 08.30 am, Thursday, August 2th 2021

Hari ini peneliti akan memberikan post test 2 kepada siswa. Sebelumnya peneliti mengulas materi sebelumnya. Kemudian, dia memberi mereka secarik kertas dan memberi mereka sebuah gambar. Peneliti menginstruksikan mereka bahwa mereka harus mengikuti tes secara individual. Mereka tidak bisa membuka kamus untuk membantu. Sepuluh menit sebelum kelas berakhir, peneliti meminta siswa untuk menyerahkan lembar kerja mereka. Kemudian, peneliti mengatakan bahwa ada pertemuan terakhir bagi peneliti untuk menjadi guru mereka. Peneliti mohon maaf jika masih banyak kesalahan yang dilakukan selama proses belajar mengajar. Peneliti kemudian mengucapkan terima kasih kepada siswa kelas VIII A. Setelah itu, peneliti menutup proses belajar mengajar.

APPENDIX 14: DOCUMENTATION

Students read their writings in front of the class.

Students are working on the test given by the researcher

The researcher is explaining the material to students

Students asking about the test given by the researcher

Nomor	B- *1295* /In 25 / F II / TL 00 1 /6/ 2021	Manado, *08* Juni 2021
Lamp	-	
Hal	**Permohonan Izin Penelitian**	

Yth
Kepala/Pimpinan MTs Negeri 2 Kotamobagu
Di Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama	: **Intan Bareng**	
N I M	: 17.2.6.026	
Semester	: VIII (Delapan)	
Fakultas	: Tarbiyah dan Ilmu Keguruan	
Prodi	: Tadris Bahasa Inggris (TBI)	

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : *"Improving Students Writing Skill in Descriptive Text Through Contextual Teaching and Learning (CTL) at MTs N 2 Kotamobagu"*
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

1. **Ahmad Mustamir Waris, M.Pd**
2. **Nikmala N. Kaharuddin, M.Hum**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juni s.d. Agustus 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih

Wassalam
a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga

Dr. Mutmainah, M.Pd
NIP. 19810716 200604 2 002

SURAT KETERANGAN
NOMOR : B.465 /MTs.23.14/PP.00.5/08/2021

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 2 Kotamobagu :

Nama	: Asri Maaku, S.Pd
NIP	: 196911042003121001
Jabatan	: Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama	: **Intan Bareng**
NIM	: 17.2.6.026
Semester	: VIII (Delapan)
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Telah mengadakan penelitian di Madrasah Tsanawiyah Negeri 2 Kotamobagu untuk Skripsi yang berjudul **'Improving Students Writing Skill in Descriptive Text Through Contextual Teaching and Learning at MTs Negeri 2 Kotamobagu'** yang sudah dilaksanakan pada bulan Juni s/d Agustus 2021.

Demikian Surat Keterangan ini dibuat untuk di gunakan seperlunya.

Kotamobagu, 05 Agustus 2021
Kepala Madrasah

Asri Maaku, S.Pd
NIP. 196911042003121001PP

RESEARCHER BIOGRAPHY

Name   : Intan Bareng

Place and Date of Brith   : Kotamobagu, 10 October 1999

Adress   : Jl. Pribumi, Kel. Mogolaing, Kec. Kotamobagu Barat

Phone Number   : 0831-3557 1140

e-mail   : intanbareng05@gmail.com

Parents' Name

Father   : Ruslan Bareng

Mother   : Risna Wati Igirisa

Educational Background

Elementary School   : SDN 2 Mogolaing   (2005-2011)

Junior High School   : SMP N 1 Kotamobagu   (2011-2014)

Senior High School   : SMK N 1 Kotamobagu   (2014-2017)