

**THE USE OF CONTEXTUAL TEACHING AND LEARNING ON
STUDENTS' ABILITY TO WRITE RECOUNT TEXT**

A PAPER

Submitted to the English Education Study Program Faculty of Teacher Training
and Educational Sciences, Pakuan University as a partial fulfillment of the
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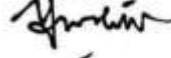
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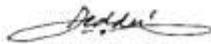
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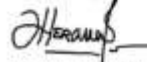
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DECLARATION

I hereby declare that the paper entitled “The Use of Contextual Teaching and Learning on Students’ Ability to Write Recount Text” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources and they are properly acknowledged in my paper. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility

Bogor, June 2018

The Writer

PREFACE

Alhamdulillah, all praises should be to Allah SWT, as with his mercy and permission the writer has finished this paper entitled “The Use of Contextual Teaching and Learning on Students’ Ability to Write Recount Text”.

This paper is written as a partial fulfillment of requirements for the *Sarjana Pendidikan* examination at English Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University.

The writer realizes that this paper is still far from being perfect, thus, she appreciates all constructive comments, criticisms and suggestions for the improvement of this paper.

Bogor, June 2018

The Writer

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Alhamdulillah all praises are dedicated to Allah SWT who has given the graces to the writer, so she can accomplish her paper. In this occasion, she would like to express her gratitude toward some people who have helped her to accomplish her paper.

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Sulistyanto, Lingga Novia, “XX Belantara” comrades and Pakuan University students for supporting, advising and motivating her to finish her paper.

ABSTRACT

This study is aimed to find out whether Contextual Teaching and Learning can affect students' ability to write recount text. In conducting this research, the writer used pre experimental design with pre-test post-test one group design. The research was conducted to the 10th grade students of SMK Negeri 2 Kab. Tangerang. Lottery class system was used to obtain the sample. To gain the data, pre-test and post-test were used. She used some steps to analyze the data and the t-test formula design to get the final result. She found that the result of $t_{\text{calculated}}$ is 12.9628 while t_{table} with the degree of freedom (df) is 36 in the level of significance 0.05 is 2.021 and the level of significance 0.01 is 2.704. It shows that the value of $t_{\text{calculated}}$ is higher than t_{table} . Therefore, she found that the alternative hypothesis (H_a) is accepted. The result of the research shows that there is an effect of Contextual Teaching and Learning on students' ability to write recount text.

Keywords: Contextual Teaching and Learning, writing recount text

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a universal language. It is widely used for communication between people who do not share the same first or second languages. English is commonly used in exchanges between business people all over the world or between counterparts in different countries. English is, of course, a mother tongue for many people in some countries such as United States and United Kingdom and it is a second or third language for people who use it as international communication (Harmer, 2007: 13). As an international language, English is learnt by students in almost every country all over the world.

Nowadays, English is learnt from elementary school until university. There are components that should be learnt by the students for mastering English. The components are vocabulary, pronunciation and grammar. Learning English is not only learning the components but also English skills and one of them is writing.

Writing is a productive skill that should be learnt and it is one of communication tools in written form. It is a process to develop an idea into paragraph and to build language development by observing the object directly or indirectly. It is an important skill for everyone because through writing people can write in order to share, to report, to explain or to describe something.

In school, the students learn how to write something. It begins from writing word, then sentence and it is developed into writing paragraph. The students also learn how to write a text. One of the texts is recount text. In fact, the students find it difficult to write recount text. It happens because they do not understand the grammar well, or lack of vocabularies.

The teacher should help the students to solve their difficulty in writing recount text. Thus, the teacher should find an appropriate teaching method which is more interesting and meaningful for them. One of the teaching methods that the teacher can use is Contextual Teaching and Learning (CTL).

CTL provides some techniques to make the class more active, productive and meaningful. This method relates the material with the real situation. It helps the students to make their own constructivism by themselves. They can apply it in their daily life as practice their knowledge in the classroom. This method can be applied without changing any rules of curriculum. In this case, CTL is a right method to use, so, the writer would like to use Contextual Teaching and Learning on students' ability to write recount text.

B. Reason for Choosing the Topic

In writing a recount text, the students find some difficulties. They feel confused how to write it. It happens because two problems that students face during writing the recount text.

First, the students find difficulties in grammar. They do not understand the grammar well. Grammar difficulties will influence their writing ability to form the correct paragraph.

Second, the students are lack of vocabularies and it makes them confuse in developing their ideas. In this case they have to choose correct words they need. Therefore, in order to solve the problems, the writer intends to find out whether the use of Contextual Teaching and Learning can help the students to write recount text.

C. Statement of the Problem

This research is chosen based on the reasons for choosing the topic that have been written before. So, the statement of the problem: Is there any effect of Contextual Teaching and Learning on students' ability to write recount text?

D. The Aim of the research

In concluding the research, there should be an aim to investigate. The aim of the research is to find out whether there is an effect of Contextual Teaching and Learning on students' ability to write recount text.

E. Hypothesis

The hypothesis of the research is alternative hypothesis (H_a). There is a positive effect of Contextual Teaching and Learning on students' ability to write recount text.

F. Limitation of the Study

The writer intends to investigate the use of Contextual Teaching and Learning on students' ability to write recount text. The research only focuses

on students' writing text ability to write recount text based on holiday experience.

G. Population and Sample

The population of the research is the 10th grade of vocational high school in *Tangerang, Banten*. The 10th grade has eight majors and 20 classes consist of 780 students. It means that each class has 39 students. The majors are *Administrasi Perkantoran (AP)*, *Agribisnis Tanaman Pangan dan Holtikultura (ATPH)*, *Teknik Komputer Jaringan (TKJ)*, *Teknik Kendaraan Ringan (TKR)*, *Teknik Pemesinan (TPM)*, *Teknik Sepeda Motor (TSM)*, *Akuntansi (AK)* and *Teknik Ketenagalistrikan (TKL)*. Using simple random sampling with lottery class system, one class containing of 39 students is chosen as research samples. The class is 10 AK 2.

CHAPTER II

THEORETICAL FOUNDATION

A. Contextual Teaching and Learning

1. Definition of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) is one of teaching methods that teachers can apply in the class. Johnson (2014: 19) describes “CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily life, that is, with context of their personal, social and cultural circumstance.” Moreover, Johnson (2002: 24) in Komalasari (2014: 6) mentions that contextual teaching and learning enables students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning.

According to Blanchard (2001: 1), Berns and Erickson (2001:2) in Komalasari (2014: 6):

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

Furthermore, Hull’s and Sounders (1996: 3) in Komalasari (2014: 6) define that in a contextual teaching and learning (CTL), students discover meaningful relationship between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement and interrelationship. CTL creates a team, whether in the

classroom, lab, worksite, or on the banks of a river. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes. While, Kenneth (2001) in Rusman (2014: 189) describes that contextual teaching is teaching that enables learning in which students employ their academic understanding and abilities in a variety of in-and out of school context to solve simulated or real world problems, both alone and with others.

From the statements above, it could be summarized that Contextual Teaching and Learning is a method which helps the teachers to relate the materials with the students' real situation. It motivates the students to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. It can produce the process of learning more meaningful because the students can enjoy their own learning by doing the practical activity. It can strengthen students' memory and understanding of the concept because the students are learning through the material that has taken from their experience and new knowledge. So, they will easily remember, recall and comprehend the material.

2. Components of Contextual Teaching and Learning

According to Johnson (2014: 65) there are eight components of CTL as follows:

a. Making Meaningful Connections

The connection between learning material and students' experiences which lead to something meaningful is the point of Contextual Teaching and Learning. When students are able to make a connection of what they learned with their own experiences, it means that they found meaning which gives them reasons to learn.

b. Doing Significant Work

Students have to know what they are learning, in doing significant work. They also have to know the advantage and the aim of the learning material.

c. Self-Regulated Learning

Self-regulated learning emphasizes of the responsibility of the students to take charge of their own learning. It concerns about motivating students in order to know their learning styles and orientations. It is also helpful for teacher to analyze students' awareness and their motivation.

d. Collaborating

CTL expects students to be able to work with others in a team or a group. The role of the teacher is to help them in work effectively and help them to understand the way how to persuade and communicate with others.

e. Critical and Creative Thinking

In learning process, students are expected to be able to apply higher level thinking critically and effectively. It is hoped for students to analyze, synthesize, tackle the problem, make decision and think logically.

f. Nurturing the Individual

Teacher assists each students to develop the intelligences that are challenging. Then, teacher encourage students to cultivate their intelligences, releasing the talent potential residing within.

g. Reaching High Standards

If students are only given a little number of task or assignment and a low standard, it can minimize their potential. So that teacher sets a high standard for students in order to motivate them to learn more as they would strive in the real world situation.

h. Using Authentic Assessments

Authentic assessment is used to determine a successful learning, such as from students' performance or students' portfolio. Besides, it is used in order to know how far the students understand the learning material. So, the teacher knows the difficulty which is faced by students.

These characteristics of CTL become the main component in applying CTL in classroom. CTL engages students in meaningful, interactive and collaborative activities that support them in becoming self regulated learners. The role of the teacher is to facilitate them to find meaning, concept or principles for themselves.

3. Principles of Contextual Teaching and Learning

According to Ditjen Dikdasmen (2003: 10-19) in Komalasari (2014: 11) there are seven principles of CTL, as follows:

a. Constructivism

Constructivism is the process of building and constructing new knowledge in students' cognitive structure based on experience.

b. Inquiry

Inquiry defines as a process where students actively develop their skills. Through the process of inquiry, the students develop their understanding of the knowledge they are seeking naturally.

c. Questioning

Questioning is considered as a reflection of curiosity. By questioning, teachers can motivate guide and asses students' thinking ability.

d. Learning Community

The concept of learning community is suggested that the learning outcome is obtained from cooperation with others. In learning community, teachers divide students into groups that consist of different skills. In this case, the students help each others. All of the member groups share their ideas and experiences. They solve the problems together.

e. Modeling

Modeling is a learning process which visualizes something as a sample that can be imitated by students. Teachers can be the model to give an example how to do something. The students can be the model to demonstrate something based on their experiences.

f. Reflection

Reflection is a response to the events, activities and knowledge that the students just learned. By doing reflection, students are able to feel that they get something useful from the knowledge that they have learned.

g. Authentic Assessment

Authentic assessment is a process of collecting data that shows students' learning development. In order to know it, teachers can assess students' tasks or students' performance in the class.

These principles should be applied in the class by the teacher. By applying them, the students can be more active in the class. They also learn how to work together with friends to solve the problems.

B. Writing

1. Definitions of Writing

There are some definitions of writing. Bowker (2007: 2) stated that writing is a skill that is required in many contexts throughout life. It means that writing is an important skill which is needed to be learnt.

According to Buscemi (2002: 8) :

Writing is a practical activity. It always serves a purpose, whether the writer is producing a technical report that explains an electronic-process, an argumentative essay on a current social issue, a thank-you letter to a business client, a review of a film or book, a pamphlet that describes a beautiful vacation resort or simply an entry in a diary.

It means writing is an activity that has a purpose. The purpose is to describe, to entertain or to report something to the reader by the writer.

Meanwhile, Taylor (2009 :2) notes "In writing, we bring knowledge into being, we record and preserve it. Writing is the seed, the fruit and the

pickle of our understanding.” Thus, writing is a process of collecting data or ideas into beneficial information in written form.

Moreover, Katz (2009: 13) notes “Writing is an effective way to do the intellectual part of your research.” So, writing is a way to build the logical structure and the scientific context for the research. Furthermore, Winkler and Methel (2012: 5) said that writing is an exercise in logic, imagination and common sense. It means, writing is an exercise to track down information, organize it, and summarize it.

In conclusion, writing is an important activity that has a purpose to share beneficial ideas and information. It is used as a communication tool in written form.

2. The Process of Writing

According to Harmer (2004: 4), the process of writing has four elements. They are:

a. Planning

In the first stage, the students make a purpose about what they want to write. They select subject or theme. Then, they collect data or idea and any other information to support his or her subject.

b. Drafting

In the second stage, the students write their idea, data or information into sentence or paragraph. It will be first draft of writing.

c. Editing

In the third stage, after the students write the first draft, they need to check their writing to find some errors of their writing. They read and check

theirs draft to see where it works and where it does not. They may revise theirs draft to make it better.

d. Final Draft

In the last stage, after they edited the draft, they make the final writing form. This may look different from both the original plan and first draft, because things have changed in the editing process. But, the form of writing is ready to publish.

3. Writing Assessment

To measure the students’ writing ability, analytical scale by Brown (2010: 286) is used. The score is started from 0 to 100. There are some categories as the bases to evaluate writing skills. The description is shown in table 2.1

**Table 2.1
Writing rubric by Brown (2010: 286)**

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-16 Unaccepta ble	5-1 Not college level work
Organizat ion: Introducti on, Body, and Conclusio n	Appropriat e title, effective introductor y paragraph, topic is stated, leads to body; transitional expressions used; arrangemen t of material	Adequate title, introductio n, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed;	Mediocre or scant introductio n or conclusion; problems with the order of ideas in body; the generalizati ons may not be fully supported by the evidence	Shaky or minimally recognizabl e introductio n; organizatio n can barely seen; severe problems with ordering of ideas; lack of	Absence of introducti on or conclusio n; no apparent organizati on of body; severe lack of supportin g evidence; writer has

	shows plan(could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	sequence is logical but transitional expressions may be absent or misused	given; problems of organization interfere	supporting evidence; conclusion weak or illogical; inadequate effort at organization	not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought	Essay addresses issues but misses some points; ideas could not be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in areas of content	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully
Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms and tense sequencing; no fragments or run-on sentence	Advance proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas are clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure
Punctuati	Correct use	Some	Uses	Serious	Complete

on, spelling and mechanics	of English writing conventions; left and right margins, all needed capitals, paragraphs intended, punctuation and spelling; very neat	problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

4. Definitions of Recount Text

Recount text is one of text forms in writing genre. According to Sudarwati and Grace (2013: 195) “A recount is a piece of text that retells past events, usually in the order in which they happened.” Sudarwati and Grace (2013: 195) also stated that the purpose of recount is to give a description of what occurred and when it occurred. It means recount text is a text that has a purpose to describe an event that happened in the past.

Moreover, Bruce (2008: 86) states” Recount is the unfolding of a sequence of event overtime. Its purpose is to tell what happened.” Thus,

recount text retells past events by telling the readers what happened, where the events took place and where the events happened. Furthermore, Warner (2009: 25) says “A recount tells the reader about something that has happened. It can be a story (fictional) recount or a factual recount. A recount text can retell an event in the form of an email, a journal and a diary.” So, recount text can be an imaginative story or a real experience that has happened written in some forms such as diaries, journals and emails.

Based on the statements, recount text is the form of writing that retells the sequence of event that happened in the past. The event can be a real experience or an imaginative story. It has a purpose to inform the readers about what happened, who was involved in the event, where the event took place and when it happened.

5. Generic Structure of Recount Text

According to Sudarwati and Grace (2013: 215), there are three generic structures of recount text:

a. Orientation

It is the introduction of the topic of the text. It gives background information about what happened, who was involved in the event, where the event took place and when it happened.

b. Event

In this part, the event that happened in the past is described chronologically. It begins from the first event, followed by second event to the last event.

c. Reorientation

Reorientation is optional and closure of events. It is a paragraph which contains a personal comment of the writer.

C. Related Research

Many researchers have conducted about Contextual Teaching and Learning. One of the researches is conducted by Latifah (2015) entitled “The Effect of Contextual Teaching and Learning (CTL) on the Students’ Writing Skill.” The result of t-test is 2.37. It is compared with t_{table} value based on $\alpha=0.025$ and the t_{table} value is 2.3. The result of statistic calculation indicates that t-test is higher than t_{table} ($2.37 > 2.3$). It means the research is success. There is a positive effect of Contextual Teaching and Learning on students’ writing skill.

Another research is conducted by Kumala (2014). The research title is The Effectiveness of Contextual Teaching and Learning in Teaching Simple Past Tense. It is an experimental study at second grade students of *SMK Bintang Nusantara, Tangerang Selatan*. The result of the statistic calculation indicated that the value of $t_o=4.08$ and the value of df (degree of freedom) was 38 on degree of significant of 5% is 1.68. comparing the t_o with each values of the degree of significance she found that $t_o > 1.68$. so, t_o is higher than the t_{table} . Thus, it can be concluded that the Contextual Teaching and Learning in teaching the simple past tense is effective. Based on the data

obtained, it can be conclude that Contextual Teaching and Learning can improve students' learning outcomes.

Based on the researches, it can be concluded that Contextual Teaching and Learning is an effective way in teaching and learning. Therefore, the writer wants to investigate the use of Contextual Teaching and Learning on students' ability to write recount text.

CHAPTER III

METHODOLOGY

A. Research Methodology

In conducting the research, the writer uses pre experimental design with pre-test and post-test one group design (Arikunto, 2006: 85). In this design, there is only one group as experimental group. There is no control group. Before giving the treatments, pre-test is given to the group. After treatments, post-test is given to the group to find out if there is a significant effect of Contextual Teaching and Learning on students' ability to write recount text.

This is the design of the research:

O₁ X O₂

Explanation:

O₁ : Pre-test

O₂ : Post-test

X : Treatments

B. Population and Sample

This research is conducted in one of the vocational schools in *Tangerang, Banten*. The population is the 10th grade of vocational high school students. The total classes are 20 classes with eight majors. The majors are *Administrasi Perkantoran*(AP), *Agribisnis Tanaman Pangan dan Holtikultura* (ATPH), *Teknik Komputer Jaringan* (TKJ), *Teknik Kendaraan Ringan* (TKR), *Teknik Pemesinan* (TPM), *Teknik Sepeda Motor* (TSM), *Akuntansi* (AK) and *Teknik Ketenagalistrikan* (TKL). Using simple random

sampling with lottery class system, one class containing of 37 students is chosen as research samples. The class is 10 AK 2.

C. Research Instrument

In order to collect the data, a writing test is used as a research instrument. It is given to the students. The students' score is calculated by using interval scale for writing. Analytical scale by Brown (2010: 286) is used for assessing the works. The score is ranged from 0 to 100 as the following table:

Table 3.1
Writing rubric by Brown (2010: 286)

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-16 Unacceptable	5-1 Not college level work
Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be

	by reader); supporting evidence given for generalizations; conclusion logical and complete				outlined by reader)
Logical development of ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought	Essay addresses issues but misses some points; ideas could not be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in areas of content	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully
Grammar	Native-like fluency in English grammar ; correct use of relative clauses, prepositions, modals, articles, verb forms and tense sequen-	Advance proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas are clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible

	cing;no fragments or run-on sentence				sentence structure
Punctuation, spelling and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs intended, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation ; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary ; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

D. Data and Collection Technique

The data are taken from a recount text writing test. In order to know the students' writing abilities, one pre-test and one post-test are given to the students. Pre-test is given to the students before giving treatment and post-test

is given to them after giving treatment. The treatments are using CTL. The test is writing test. The students should write a recount text based on their holiday at least consist of 100 words in three paragraphs.

E. Data Analysis

To analyze the data, t-test formula taken from Arikunto (2006: 87) is used to know the effect of CTL on students' ability to write recount text. The formula is shown below.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Explanation :

Md : Mean of (d) deviation between post-test and pre-test

xd : Difference of deviation and mean of deviation means of experimental group

N : Number of subjects

df : or db is N-1

After t-test is gained, it is consulted with t-table. If t-test is higher than t-table, then hypothesis is accepted. It means the research is success.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research was conducted to the 10th grade students of *SMK Negeri 2 Kab. Tangerang* from January 12th until March 12th 2018, with 20 classes. Lottery class system was used to take the sample, therefore 10 AK 2 class containing of 37 students was chosen as sample.

In collecting the data of the research, the writer used writing test. It is given to the students before and after the treatment. The data were analyzed to find out the result of pre-test and post-test. T-test formula was used to analyzed the data. It intended to find out whether there is an effect of Contextual Teaching and Learning on students' ability to write recount text.

1. The Result of Pre-test and Post-test

The pre-test was given to the students to evaluate their writing ability before treatments. The students were asked to write recount text. After that, the students were given treatments by applying Contextual Teaching and Learning. The treatments were given four times. After treatments, the post-test was given to the students. The following table is the result of pre-test and post-test. The pre-test is presented as X_1 and post-test is X_2 .

Table 4.1
The result of Pre-test and Post-test

No	Name	Pre-test	Post-Test	Deviation	d ²
		X ₁	X ₂	d	
1	Y	57	65	8	64
2	WRS	47	82	35	1225
3	VA	56	64	8	64
4	UH	47	87	40	1600
5	TKK	55	77	22	484
6	TN	74	86	12	144
7	SU	58	68	10	100
8	SR	51	60	9	81
9	SM	52	68	16	256
10	SDA	56	86	30	900
11	SNF	61	68	7	49
12	SKR	49	76	27	729
13	SAP	61	75	14	196
14	RNS	58	83	25	625
15	RNK	54	62	8	64
16	PW	53	75	22	484
17	NAS	56	81	25	625
18	NK	53	64	11	121
19	NS	54	61	7	49
20	MZ	53	65	12	144
21	MDMT	64	83	19	361
22	MHAB	50	70	20	400
23	LW	53	71	18	324
24	IPN	56	69	13	169
25	HR	50	58	8	64
26	FDR	60	76	16	256
27	EE	52	65	13	169
28	DAPW	62	84	22	484
29	DP	59	83	24	576
30	DLP	56	88	32	1024
31	CYC	59	74	15	225
32	AN	56	84	28	784
33	AA	51	64	13	169
34	ANS	52	74	22	484
35	ADW	58	84	26	676
36	ANP	61	75	14	196
37	AP	57	83	26	676
	Total	2061	2738	677	15041

$$\bar{X}_1 = \frac{\sum X_1}{N} = \frac{2061}{37} = 55.703$$

$$\bar{X}_2 = \frac{\sum X_2}{N} = \frac{2738}{37} = 74$$

Table 4.1 shows that the total score of pre-test score is 2061 with the average 55.703. The total of post-test is 2738 with the average 74. The table shows the total of deviation is 677 and the total of squared deviation is 15041. It shows that there is a different average between pre-test result and post test result. The result of post-test is higher than the result of pre-test. It means the students' ability to write recount text increases after the treatment.

2. Collecting and Calculating the Interval Data

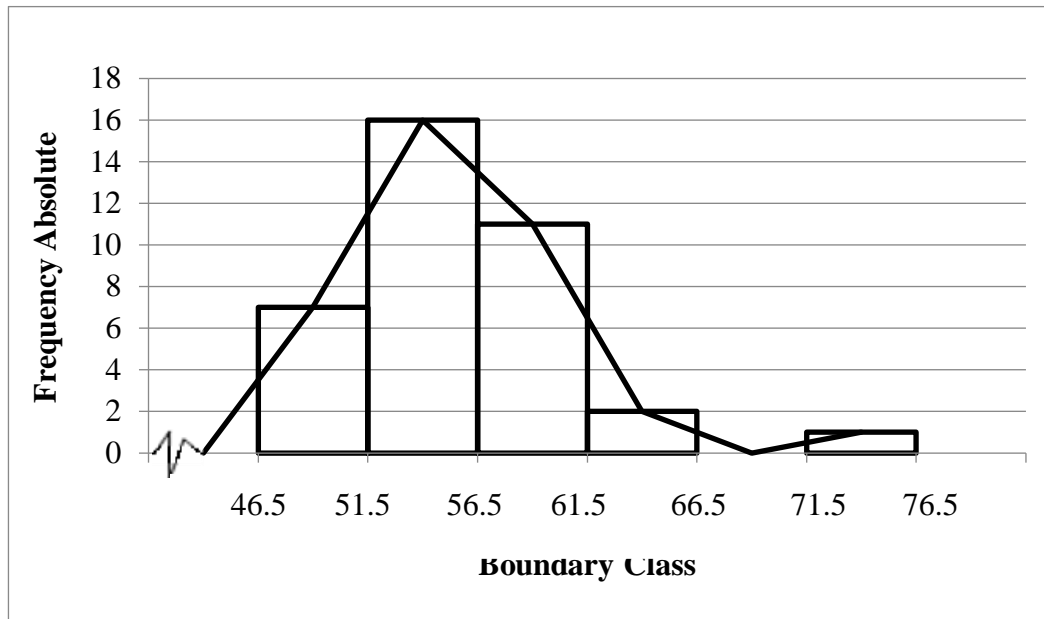
In this research, the students were given a test to write recount text. The following table is the frequency distribution table from pre-test and post-test scores on students' ability to write recount text.

Table 4.2
Calculation of Frequency Distribution of Pre-test score

No	Interval Class	Class Boundary	Midpoint	F _{absolute}	F _{relative (%)}
1	47-51	46.5-51.5	49	7	19%
2	52-56	51.5-56.5	54	16	43%
3	57-61	56.5-61.5	59	11	30%
4	62-66	61.5-66.5	64	2	5%
5	67-71	66.5-71.5	69	0	0%
6	72-76	71.5-76.5	74	1	3%
TOTAL				N=37	100%

Based on table 4.2, it shows there are seven students in the range score 47 – 51 as many as 19%, 16 students in the range score 52 – 56 as many as 43%, 11 students in the range score 57 – 61 as many as 30% and one students in

the range score 72 – 76 as many as 3%. There is no student in the range score 67 – 71. The histogram and polygon of the pre-test result can be seen at the picture below.



Picture 4.1 Histogram and Polygon Graph of Pre-test Score

Based on the graph 4.1, it indicates that the most students are in range score 51.5-56.5 with 16 students, and the least students are in range 71.5-76.5 with one students. There is no student in range score 66.5-71.5. Then, to know the students' score of post-test is described in the following table.

Table 4.3
Calculation of Frequency Distribution of Post-test score

No	Interval Class	Class Boundary	Midpoint	F _{absolute}	F _{relative} (%)
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1	58-62	57.5-62.5	60	4	11%
2	63-67	62.5-67.5	65	6	16%
3	68-72	67.5-72.5	70	6	16%
4	73-77	72.5-77.5	75	8	22%
5	78-82	77.5-82.5	80	2	5%
6	83-88	82.5-88.5	85.5	11	30%
TOTAL				N=37	100%

Based on table 4.3, it shows there are four students in the range score 58-62 as many as 11%, six students in the range score 63-67 as many as 16%, six students in the range score 68-72 as many as 16%, eight students in the range score 73-77 as many as 22%, two students in the range score 78-82 as many as 5% and 11 students in the range score 83-88 as many as 30%. The histogram and polygon of the post-test result can be seen at the picture below.



Picture 4.2 Histogram and Polygon Graph of Post-test Score

Based on the graph 4.2, it indicates that the most students are in the range score 82.5-88.5 with 11 students, and the least students are in the range score 77.5-82.5 with two students.

3. Mean of Deviation

The writer counted the mean of deviation with result is as follows:

$$\begin{aligned}Md &= \frac{\sum d}{N} \\ &= \frac{677}{37} \\ &= 18.297\end{aligned}$$

The result of mean deviation is 18.297. After counting the mean of deviation, the sum of squared deviation is calculated.

4. Sum of Squared Deviation

After calculating the mean of deviation, the sum of squared deviation is calculated. The calculation is as follows:

$$\begin{aligned}\sum X^2d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 15041 - \frac{677^2}{37} \\ &= 15041 - 12387.2703 \\ &= 2653.7297\end{aligned}$$

The result of sum of squared deviation is 2653.7297. After counting the mean of deviation and the sum of squared deviation, the t-test is calculated.

5. T-test

The t-test formula based on Arikunto (2006: 87) is used to know the value of t-test score. The calculation is:

$$\begin{aligned}t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\ &= \frac{18.297}{\sqrt{\frac{2653.7297}{37(37-1)}}} \\ &= \frac{18.297}{\sqrt{\frac{2653.7297}{1332}}} \\ &= \frac{18.297}{\sqrt{1.9923}} \\ &= \frac{18.297}{1.4115} \\ &= 12.9628\end{aligned}$$

From the calculation, it is found that the result of t-test is 12.9628.

6. Hypothesis Testing

After finding the t-test, the degree of freedom is calculated with the formula as follows:

$$\begin{aligned}df &= N - 1 \\ &= 37 - 1 \\ &= 36\end{aligned}$$

From the calculation, the writer found that the t-test value is 12.9628 and the value of degree of freedom is 36. To test the hypothesis, level of significance from t_{table} is used. The level of significance of 0.01 is 2.704. It

shows that $t_{\text{calculated}}$ is higher than t_{table} ($12.9628 > 2.704$). Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

B. Discussion

In conducting the research, pre-test was given to the students. The pre-test was writing recount text. According to the result, there were a lot of students had score which was under standard score (75). Johnson (2014: 19) describes that Contextual Teaching and Learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily life, that is, with context of their personal, social and cultural circumstance, so the students were given treatments by applying CTL for four times to increase students' writing ability. After that, post-test was given to the students. The post-test was writing recount text. Furthermore, the results of pre-test and post-test are calculated by t-test formula.

Based on the calculation, it is found that the students' ability to write recount text increased after they were given the treatments. It is shown by the difference between the result of pre-test and the result of post-test. The result of post-test is higher than the pre-test. It is also shown by the result of $t_{\text{calculated}}$. The result of $t_{\text{calculated}}$ is 12.9628. After checking the value of t_{table} , it is found that the value of t_{table} with df 36 and the level significance of 0.01 is 2.704. The alternative hypothesis (H_a) is accepted if $t_{\text{calculated}} > t_{\text{table}}$. The data show that $t_{\text{calculated}}$ is higher than t_{table} ($12.9628 > 2.704$), so the alternative hypothesis (H_a) is accepted. In means Contextual Teaching and Learning can affect the students' ability to write recount text.

Once, Hull's and Sounders (1996: 3) in Komalasari (2014: 6) said that in contextual teaching and learning (CTL), students discover meaningful relationship between abstract ideas and practical applications in a real world context. It is a good method to increase students' ability to write recount text, because, Sudarwati and Grace (2013: 195) mentioned that a recount is a piece of text that retells past events, usually in the order in which they happened. Thus, CTL helps the students to connect the recount text with their context of their past events.

In conclusions, CTL is a method that can affect the students' ability to write recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, it is concluded that there is a significant effect of Contextual Teaching and Learning on students' ability to write recount text. It is shown that the average score of post-test is higher than the score of pre-test. It is also supported by the result of t-test value which is higher than t-table. The result of t-test is 12.9628. The value of t_{table} with degree of freedom (df) 36 at the level of significance of 0.05 is 2.021 and the level of significance of 0.01 is 2.704. The alternative hypothesis (H_a) is accepted because $t_{calculated}$ is higher than t_{table} ($12.9628 > 2.704 > 2.021$). Therefore, there is an effect of Contextual Teaching and Learning on students' ability to write recount text.

B. Suggestion

Based on the result of the research, there is an effect of applying Contextual Teaching and Learning. It means that CTL can be applied in teaching writing because the students get better score. While conducting the research, the writer finds that the students have difficulties in understanding when the teacher speaks English. Therefore, the writer would like to give some suggestions. The teachers can use both English and native language in applying CTL. The teachers also can use interesting teaching media such as video and picture to get students' attention. It produces the process of learning more fun and enjoyable. The teacher

should give ice breaking before or after treatments to make the students feel fun and do not feel bored in writing activity.

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