

# CHAPTER I

## INTRODUCTION

### A. Research Background

Contextual Teaching and Learning (CTL) was developed by the Washington State Association, which includes 11 universities, 20 schools, and several educational institutions in the United States (Hermana, 2010). Contextual teaching and learning has been shown to be effective in developing students' English skills. Several studies using the CTL method have been conducted in classrooms of Indonesian students (see Harjani, 2005; Mulyadin, 2010; Minta, 2010; Wandasari 2011). Their research revealed that CTL actually improved students' understanding, interests, and writing and reading skills.

The above articles show that today the learning process still uses a teacher-oriented approach. Teachers actively impart knowledge to students, while students are like an empty bottle, constantly filled with diverse knowledge that they sometimes fail to understand. Teachers need to explore creative strategies to increase students' interest in writing. The CTL method is considered to be used in teaching English, especially in teaching writing. In this regard, Nydam (2000, cited by Johnson, 2002, 279) argues that contextual writing can help students develop analytical ability when writing a logical passage and help readers easily answer questions. The questions they expect more. In other words, if students know what to write, what to expect from the text, and what part of the language system is relevant to a particular task in a given context, they will be able to develop their analytical skills in writing. A reasonable passage and have a good chance of writing something.

In Indonesia, the CTL approach is rarely used as an approach to improve students' writing ability. Based on the background above, this study used the CTL to discover the advantages and strategies used in the contextual teaching and learning approach to teaching writing. Contextual teaching and learning has been differently defined by many experts. Some experts define contextual

teaching and learning as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way (Johnson, 2002; Sears, 2002). In other words, CTL motivates the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. The benefits were engaging students in the writing activity, increasing students' motivation to participate actively in the writing class, helping students to construct their writing, helping students to solve their problems, providing ways for students to discuss or interact with their friends, and helping the students to summarize and reflect the lesson.

They listen, speak, read, and write. It has even received a more special place in the current KTSP (Kurikulum Tingkat Satuan Pendidikan or School-Based Curriculum) (Emilia, 2011). In KTSP, the teacher does not have to describe objectives and materials in detail for a teaching learning process in the classroom. Hence, the teacher is given freedom to use an approach that is relevant to the KTSP, for example the CTL approach. Alfaki (2015) also reveals that language problems, mechanical mistakes, writing development skill and cognitive problems are the students' barrier in developing their writing skill. The contextual teaching and learning (CTL) applied in this research is based on Crawford's procedures: Relating, experiencing, applying, cooperating, and transferring (REACT) (Crawford, 2001). Contextual teaching and learning has been reported to be effective in developing students' skills in English. The papers mentioned above state that a learning process today still uses a teacher oriented approach. In this case, the students are expected to learn through "experiencing" not by "memorizing" the subject matter.

CTL approach has some teaching strategies, which include content as a critical component. Those strategies engage students in an active learning process. There are some teaching strategies associated with CTL approach as proposed by Berns & Erickson (2001) as follows: Problem based learning, cooperative learning, service learning, work based learning, project based learning, and react strategies. Some people have researched the use of CTL

learning strategy that develops a deeper sense of meaning. Students' self-confidence and originality in expressing their views in writing are greatly influenced by their writing abilities (Yarmi, 2014).

Therefore, teachers should strive to promote creative and innovative learning. Research done has shown that students in general still have low writing skills. This occurs due to student-related factors, such as lack of vocabulary control, lack of motivation, interest in reading, factors related to the use of inappropriate models or methods. Appropriate as well as the use of non-diversified media. The researcher chose the negotiation text for his research because negotiation is something that is closest to the students without them even realizing it. Because every day they negotiate with their friends when going out, with the merchant when buying something, even with their parents at home when they talk about something, they all use negotiation to close a deal.

One of the types of writing covered in the course is negotiation writing. Students' interest in writing negotiation is likely to be high if students have high academic motivation and low if students have low academic motivation. Learning motivation can be defined as the desire that students feel to engage in learning activities in order to achieve goals. Students who are motivated to learn can engage in writing-related activities, including negotiation writing, to gain a better understanding of negotiation writing.

We can conclude that a suitable learning environment is created largely by student motivation. Indirectly, motivation has a positive impact on student learning processes and outcomes. Therefore, one aspect of the learning process that needs to be considered is the issue of learning motivation. One of the ways to solve this problem when writing this poem is to use a contextual teaching and learning model. The CTL model serves as a communication forum for sharing experiences and ideas. In addition, the nature of CTL that helps teachers relate subject content to real life and motivates is one of the important aspects of language teaching applications. Data must be obtained from students

when they do the English activity inside or outside the class, and that is called authentic data (Depdiknas, 2002).

Writing is an activity of translating thoughts or ideas into written form. By learning to write a lot of things there. Especially the writing procedure, word choice and much more. Find strategies for learning to write in English that emphasize students' full participation in the exploration of the topic and its connection to real-life situations. Students must relate the acquired knowledge to life.

### **B. Research Problem**

Based on the problem of the research, the researcher formulated the problem in this thesis as follow: How is the Implementation of The Contextual Teaching and Learning (CTL) Approach to Teaching Writing?

### **C. Research Objective**

Based on research formulated the question, the objective of the research is as follow: To find out The Implementation of The Contextual Teaching and Learning (CTL) Approach to Teaching Writing.

### **D. Significance of The Research**

The significance of this research are:

#### **a. Theoretical Significance**

1. The research study can be one of the references in creating interesting teaching writing to motivate the students to teaching writing.

#### **b. Practically Significance**

1. For the students, this research can be references for them if they would like to conduct a research concern analyzing the students in Contextual Teaching and Learning (CTL).
2. For the researcher of the study are expected to inspire other writers interested in replicating a study with a similar theme or purpose.

## **E. Scope of Research**

The scope of research is An Analysis of the Contextual Teaching and Learning (CTL) Approach to Teaching Writing.

### **1. Research Variable**

In science, researchers evaluate the effects of independent variables on the dependent variable. However, other variables can also influence the results. If scientists do not control for these other variables, they may skew the key results they are interested in. In other words, if left unchecked, these other factors will become confounding factors and can skew the results. Therefore, the researchers controlled for the values of these other variables. When researchers use control variables, they should identify them, record their values, and include details in their paper. This process helps other researchers understand and replicate the results. Students' opinions on the Analysis of Contextual Teaching and Learning (CTL) Approach to Teaching Writing.

### **2. Terminology**

In order to avoid misinterpretation of the terms which are used in this writing, it need to state a list of words and phrases as follow:

#### **a. Contextual Teaching and Learning**

The Contextual Teaching and Learning (CTL) approach is and involving active students in the learning process to discover the learned through to knowledge and experience of the students.

#### **b. Teaching Writing**

Teaching Writing Teaching writing is the process of transferring knowledge of writing from the teacher to the students. The teacher do some actions to make the students know and understand about how to write something correctly.

#### **c. IKIP PGRI Pontianak**

IKIP PGRI Pontianak is the level of second semester. There are 1 class of second semester of IKIP PGRI Pontianak.