

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Contextual Teaching and Learning (CTL)

1. Contextual Teaching and Learning (CTL)

CTL is a strategy. It is a learning strategy that ties the lesson to the student's experience in everyday life. In fact, many teachers still use traditional methods. They have a dominant role in the relationship with students. Students just need to listen to the teacher's explanation and do their homework. As a result, students are not interested in participating in the learning process. In some cases, students are interested in their own way by applying games or chatting with other friends. The scientific approach can be applied in the teaching and learning process in the English language, especially in writing class. Additionally, Nurhadi, B, and A.G., (2004) concludes on their study that Contextual Teaching and Learning (CTL) approach helps the students relate the topic substance to the real circumstances and encourage them to make a relation between the material and its application to their lives.

The scientific approach also develops the students attitudes, knowledge, and skills. It means that this approach can promote the students language skills, particularly in writing skill. By highlighting the process of teaching and learning writing, it will give a good impact on the students achievement in writing. The other approach oriented on the student-centered approach is the Contextual Teaching and Learning (CTL) approach. Thus, this approach establishes the students' learning through experience, not through verbalism manner.

Dewey's theory states that learners will learn better if what they learn related to what they know and events around them. Therefore, the CTL approach is defined as a notion that focuses on the students' experiences in building their new knowledge. he CTL approach can help teachers and students to link between the materials being learned and the

real-life situations and to encourage students to make connections between their knowledge to be applied in their lives as members of family and society. Satriani, Emilia, and Gunawan (2012) claim that the CTL approach encourages the students to have their learning and to connect their knowledge to their lives. In using this approach, the students are supposed to study the material through experiencing not by memorizing (Satriani, Emilia, & Gunawan, 2012).

The CTL approach is focused on the students' experiences and interaction with others in building their knowledge. Thus, the learners learn the material related to their real world through interaction and experience, not through drilling and memorizing. Hence, the CTL approach is suitable to be used in the process of teaching and learning the English language, especially in the teaching of writing. In addition, the CTL approach is declared as an effective approach to promote students' abilities in the English language, especially in writing skill (Satriani, Emilia, & Gunawan, 2012). Writing based on the relevant context will make the learners are easy to write paragraph or sentences.

In addition, Satriani, Emilia, and Gunawan (2012) reveal that the CTL approach is convinced as the effective approach to associate new knowledge for the students' lives. Therefore, learning using the CTL method is not only seen from the product but also from the process. This way, students can be more active in class. For other researchers, this study may inform future researchers interested in conducting research on a similar topic in a different context. In the learning community, they study together in groups and share their knowledge and ideas.

Then the teacher gives a model as an example to the students so that the students can create and produce something creatively. Authentic reflection and assessment is essential to providing feedback to learners and to measure their improvement and progress in learning. Therefore, these factors ensure the success of the teaching and learning process effective. The CTL approach focuses on students' experiences and their interactions

with others in the process of acquiring knowledge. Thus, learners learn material related to their real world through interaction and experience, not through practice and memorization.

This study has theoretical and practical implications. In terms of theoretical implications, this study may provide additional insights into the literature on the effectiveness of learning methods in English language teaching and learning, especially in the Indonesian context. It can also serve as a reference and contribute to the development of knowledge of writing pedagogy using the scientific method and the CTL method. From a practical perspective, this study provides information and advice for teachers, especially English teachers interested in using the scientific method and the CTL method in teaching writing. By using different learning methods, teachers can help learners improve their learning. In this study, students were able to be more active in class. For other researchers, this study can be informative and informative.

2. The Types of Contextual Teaching and Learning (CTL)

There are types in Contextual Teaching and Learning (CTL) can be following:

a. Teacher-Centered

Typically refers to learning situations in which the researcher asserts control over the material that students study and the ways in which they study it.

b. Students-Centered/Constructivism Approach

Places more focus on students learning than on teachers teaching. A traditional perspective focuses more on teaching, from a constructivist view, knowing occurs by a process of construction by the knower.

c. Project-Based Learning

Project Based Learning (PBL) is an instructional methodology encouraging students to learn by applying knowledge and as skills through an engaging experience. PBL presents opportunities for deeper learning

in-context and for the development of important skills tied to college and career readiness.

d. Montessori

Is a method of education that is based on self-directed activity, hands-on learning and collaborative play? In Montessori classrooms children make creative choices in their learning, while the classroom and the highly trained teacher offer age- appropriate activities to guide the process.

e. Inquiry-Based Learning

Inquiry-based learning is a learning process that engages students by making real-world connections through exploration and high-level questioning. It is an approach to learning that encourages students to engage in problem-solving and experiential learning.

f. Cooperative Learning

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. Furthermore, the teacher's role changes from giving information on facilitating students learning.

3. The Procedure of Contextual Teaching and Learning (CTL)

The procedure for achieving CTL learning objectives according to Johnson (Mochrat Sanusi, 2002: 189) for achieving CTL learning objectives has eight components, namely:

- a. Make meaningful connections
- b. Do meaningful work
- c. Conduct self-regulated learning
- d. Cooperate
- e. Critical and creative thinking
- f. Helping individuals to grow and develop
- g. Reaching high standards
- h. Using authentic assessment.

4. Advantages and Disadvantages of Contextual Teaching and Learning (CTL)

a. Advantages of Contextual Teaching and Learning (CTL)

Learning becomes more meaningful and real. This means that students are required to grasp the relationship between learning experiences in school to real life. It is very important, because the material are found to correlate with real life, not just for the students the material that will serve functionally. According to (Rambe, 2018) there are 5 namely:

1. Students become active
2. Learning becomes more meaningful and real. This means that students are required to able grasp the relationship between the experiences of learning in school to real life.
3. Learning becomes more productive and the subject matter can be found by the student's themselves, so the material learned will be closely embedded in the memory of student's that will not be easily forgotten.
4. A class discussion can help students to improve their ability in public speaking, training, them to be braver in conveying their ideas and thoughts in public.
5. Increasing student's confidence. Most student's fell less self-conscious and can ask question without feeling embarrassed when they work with peers in a small group discussion.

b. Disadvantages of Contextual Teaching and Learning (CTL)

The disadvantage of contextual teaching and learning approach are teacher must look at each child in the classroom expressly to understand that child's emotional state, learning style, English speaking skills cultural and racial context, and financial circumstance. According to Rambe, (2018) there are 2 namely:

1. It takes quite a long while Contextual Teaching and Learning process takes place because there are many activities as a teacher applies the procedure of Contextual Teaching and Learning.

2. If teacher cannot control the class, it can create an unfavorable situation for the class.

B. Teaching Writing

1. Teaching Writing

Writing is the activity of creating something in the mind to become a meaningful text or sentence. It has many purposes, not only for the media, as it represents ideas but also provides information. Therefore, Indonesian students must have good writing skills to be able to express their ideas in written form to provide information to readers. Writing is a complex process among other skills (e.g. speaking, reading and listening). Writing is one of the four components of language skills; writing, reading, listening, and speaking, grouped into two skills, receptive and productive skills. Reading and listening are receptive skills because learners need to understand and gather information, while writing and speaking are included in productive skills because learners need to be able to come up with ideas, thoughts, and opinions own language in the appropriate language.

Writing is also defined as a process of conveying someone's thoughts, ideas or even feelings so that others can understand. The complication is that the writing process requires the cognitive ability to recognize certain segments of language in order to produce a masterful piece of writing. A process approach is used to achieve the study of writing proficiency; they help students understand the material and help them express their ideas in an orderly and grammatical manner in English. In other words, in this process approach, what matters is not only the product but also the writing process. Thus, a procedural approach can be developed through regular writing practice with effective activities that also contribute to better student writing skills.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. In addition, Harris, Ansyar, and Radjab (2014) have stated that writing activity constructs the

symbols of language into written form, and it is also a means to convey ideas.

2. Aspect of Writing

The aspects of writing under scrutiny include spelling, punctuation, sentence structure and the use of paragraphs:

- a. **Include Spelling**, The verb include means to consider as a part of something. A list of your favorite things may include chocolate and friends. The verb include also means adding something (or someone) to a category or group. Once you try bungee jumping, you might want to include, or add, that to your list of favorite things.
- b. **Punctuation**, Punctuation is the use of symbols such as periods, commas, or question marks to divide written words into sentences and clauses. He was known for his poor grammar and punctuation. 2. **Uncountable noun**. Punctuation is the symbols that you use to divide written words into sentences and clauses.
- c. **Sentence Structure**, Sentence structure depends on the language in which you're writing or speaking. It's common in English for a simple sentence to look like this: "She throws the ball." In this case, the sentence structure is "Subject, verb, object." There are many ways to make the sentence structure much more complicated while still providing a framework for the information you're conveying and being grammatically correct.
- d. **The Use of Paragraph**, The purpose of a definition paragraph is to fully and clearly explain a term or a subject, and this is generally done using a combination of three different methods: providing a synonym, placing the topic within a larger category, or providing an explanation of what the topic is NOT in order to better explain what it.

3. The Purpose of Writing

To Inform: The author aims to provide factual information to the reader. **To Persuade:** The author aims to convince the reader to agree with a particular viewpoint or take a specific action. **To Entertain:** The author aims to engage and amuse the reader through storytelling, humor, or other means.

- a. To inform the purpose for writing to inform is to share facts and other information. Informational texts such as reports make statements that are supported by facts and truthful evidence.
- b. To explain the purpose for writing to explain is to tell what, how, and why about a topic. An example is to explain in writing how to do or make something.
- c. To narrate the purpose of up or truthful. Most forms of narrative writing have a beginning, middle, and end. Examples are fictional stories and personal narratives writing to narrate is to tell a story.
- d. To persuade writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details in order to get the audience to agree, take action, or both. At Grade 6, the emphasis shifts to argument.

C. The Implementation of Contextual Teaching and Learning

This section focuses on data collected from the instrument during the second semester through observational questionnaires. In this study, the researcher was not involved. Therefore, here, the researcher is not involved in the pedagogical learning process. The researcher will describe the data obtained from the instrument in a single description. On the first observation, the teacher presented the new material was about to learn.

Documentation includes writing a procedural document. Here, the CTL methods applied by the teacher are a valid assessment. To start the lesson, the teacher asks some questions related to teaching writing. Wanted to know the students' level of understanding about teaching writing. The students remained silent and looked confused. When learning English, we know that there are 4 skills we must master. They listening, speaking, reading and writing. These four skills can be categorized into acquisition and productivity skills. Listening and reading are classified as receptive skills, while productive skills include speaking and writing. These four skills are important to learn, but in this study the researcher intends to investigate the students writing only. Therefore, in the

at the same time, students also have to mention the imperative sentence. The teacher explained that a command is the same as a commandment. The teacher asked the students if they remembered that commandment.

Most people learn English to be able to communicate. Students prefer to learn to speak rather than to learn to write. In fact, communication is not only spoken but also written. Both writing and speaking play an essential role in good communication. In addition, it is useful in solving problems of people with speech problems. It can convey the meaning they want to convey. Therefore, it is obvious that students must master this skill. However, learning to write is often more difficult than learning other skills. Writing is a complex cognitive activity that must incorporate all skills.

Writing is indeed difficult, for several reasons. Firstly, the writer has to decide what information eventual reader needs, and how best to express this. According to John Wiley and Sons (2006:5), they stated that writing is no longer only about putting pen to paper. It is not only collecting of some words, but also the content must be coherence and cohesive so it can be understandable to be read for another person. Writing is a process which needs our brain to think more, find the appropriate word to present the idea so that it can be expressed into a good language.

It is for this reason that many students do not like being asked to write a paragraph or an essay. To increase students' writing motivation, a variety of techniques, methods, media and approaches can be used. As a result, students' pre-existing knowledge is often overlooked. For this reason, we need an approach that empowers students in the learning process. One of appropriate approach which empowers students in teaching learning process is Contextual Teaching and Learning (CTL) approach. Contextual teaching and learning is defined as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way (Jhonson, 2005). It means that during the teaching and learning process, teacher relates the materials with real life situation.

Based on the data result above, it shows that the CTL approach is the suitable approach to teach writing.

D. Previous Related Researcher

1. According to Berns & Ericson (2001:2) An Analysis of Contextual Teaching and Learning (CTL) In the beginning, contextual teaching and learning approach is derived from the theory of behaviorism and then continues with the theory of constructivism. Behaviorism in teaching and learning theory that is proposed by E.L Thorndike who suggested that learning resulted from link formed between stimuli and response through the application of rewards. It means that learners study behaviorism theory emphasis in the observable behavior produced by a learner in order to response to the stimuli. The theory is applied in the form of conventional way that emphasis in drill or memorization.
2. According to Dewey (1916), is a contextual approach. The contextual approach is a learning philosophy that emphasizes students' interests and experiences. The contextual teaching and learning (CTL) was developed by the Washington State Consortium, which involved 11 universities, 20 schools and some education organizations in the United States (Hermana, 2010, 56). The contextual teaching and learning (CTL) applied in this research was 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.
3. According to Nurhadi (2000) has argued that the constructivism philosophy is the reason why teachers choose CTL as an alternative teaching and learning 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. The strategies can be implemented individually or in group.