Developing EFL Students' Writing Ability Through Contextual Teaching and Learning (A Classroom Action Research Study)

Adolfina M. S. Moybeka[1*], Fabianus Hadiman Bosco[2], Corneles Rubenaser Apalem[3], Detri Amelia Chandra[4], Efendi[5]

[1]*Pendidikan Bahasa Inggris, Universitas Tribuana Kalabahi, NTT, Indonesia*
E-mail: adolfinamaybeka@gmail.com

[2]*Pendidikan Guru Sekolah Dasar, Unika Santu Paulus Ruteng, Flores NTT, Indonesia*
E-mail: fabianodebosco@gmail.com

[3]*Pendidikan Bahasa Inggris, Universitas Pattimura, Ambon, Indonesia*
E-mail: apalemrubenaser@gmail.com

[4]*Pendidikan Teknologi Informasi, STKIP Rokania, Rokan Hulu, Indonesia*
E-mail: detriamelia@rokania.ac.id

[5]*Matematika, Universitas Andalas, Padang, Indonesia*
E-mail: efendi97unand@gmail.com

ARTICLE HISTORY

ABSTRACT

Writing ability is an ability that refers to the notion of knowledge and understanding of writing. Judging from language skills, writing is an active productive activity, namely the activity of producing language and writing activity is also a form of realization of abilities and skills in the most recent language mastered by language learners after listening, speaking, and reading skills. Seeing the importance of this writing skill, the purpose of this study is to see the effectiveness of the CLT method in improving students' descriptive text writing skills. In its application, the researcher used CAR. In this study there were 20 students of SMA PGRI Kalabahi in the academic year 2022/2023. The data of this study were obtained from students' writing tests. As a result of the research, the CLT method has a significant impact on students' writing ability. In addition, the supporting factors of learning success include the use of props to write descriptive text and the teacher's proficiency in applying the contextual approach. Meanwhile, the inhibiting factors were students' lack of knowledge about descriptive text, their lack of ability and enthusiasm in stringing words to create descriptive text, students' low interest in descriptive text writing activities, as well as students' enthusiasm and unsupportive play environment. The application of contextual approach was able to develop students' descriptive text writing ability seen from the results of students' descriptive text writing, students' interest and response in following the learning of descriptive text writing by using contextual teaching and learning method.

[*]***Corresponding Author:***

Adolfina M. S. Moybeka
Universitas Tribuana Kalabahi
Email: adolfinamaybeka@gmail.com

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, social attitudes and skills needed by themselves, society, nation and state (Salima & Hidayat, 2020). The educational process organized formally in schools starting from the most basic formal education (SD) to higher education (PT) cannot be separated from learning activities which are one of the main activities with the teacher as the main role holder. Education as a learning activity has been carried out as long as humans themselves as actors of education.

Indonesia has implemented a new curriculum, namely the revised 2013 curriculum. The 2013 curriculum is a refinement of the previous curriculum, namely the education unit level curriculum (KTSP). In accordance with Permendikbud Number 70 of 2013, "Curriculum 2013 aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization" (Jubhari et al., 2022). The objectives are then outlined in several subjects for each education unit.

The development of science and technology must be supported by the ability to utilise, develop, and master applied science and basic science in a balanced manner (Roza et al., 2019). One of the efforts to improve mastery of basic knowledge is to improve language skills. The scope of English learning in high school is from the aspect of language skills, including aspects of listening, speaking, reading, and writing. As revealed by Wahyuni & Arieffiani (2021). Language skills include four aspects that support each other, namely listening skills, speaking skills, reading skills, and writing skills. From the four skills, writing skills are one of the highest level language skills and the most difficult to master. This is because writing skills can be mastered after students master the language skills of listening, speaking and reading. As a language skill, writing is a complex activity because writers are required to be able to compose and organise it in the formulation of written language varieties. Behind its complexity, writing contains many benefits for students' mental, intellectual and social development.

Writing is a productive skill. Writing can be said to be the most complicated language skill among other types of language skills. Writing is not just copying words in sentences, but also developing and pouring thoughts in a regular writing structure. Rini (2016) states that learning to write today still leaves a number of serious problems. One of these problems is the low ability to write. Turmudi (2021) claimed that writing skill is considered as the most difficult skill. When writing, students are expected to use several other skills to

achieve quality writing.   Writing is an ability that is more difficult to master than the other three abilities, namely listening, speaking, and reading. The difficulty can be influenced by internal and external factors. In addition, Hakim & Sari (2022) explains the factors most related to learning writing that aims to improve students' skills, namely the teacher and the student's learning motivation itself. It is undeniable that teachers play an important role in the success of learning, that the key to success in curriculum implementation is in the hands of teachers.

Currently, English language learning in schools is still unsatisfactory, students who can use English well are still small in number (Windi & Suryaman, 2022). This also happens especially in learning that fosters language students seem to be very neglected, for example in learning to write descriptions that are not given regularly and intensively. In fact, language skills are acquired by students through continuous practice, through the students' own activeness in the use of language. So it is not because of memorising the rules of language. In this case writing descriptions is one part and learning. In writing descriptions students can make essays that describe something according to the actual situation.

To achieve learning objectives or the achievement of Basic Competencies (KD) in learning to write descriptions, an effective method is needed. Haidir (2021) said that students will learn well if the class is created with an interesting atmosphere and make it interesting by using media. In the teaching and learning process, methods have a very important message to support the achievement of learning objectives. The availability of learning methods allows an educator to accommodate information to students as a whole. In addition, learning methods are also useful for clarifying the presentation of messages so that they are not too verbose (theoretical), overcoming student passivity, helping teachers in the learning process, to avoid student boredom with the use of educational methods, it is necessary to use the right learning methods or facilities (rooms). Educators must be able to determine which ones are interesting because that factor greatly affects the atmosphere of student learning.

In relation to the above problems, it is also found in the implementation of English language learning aspects of writing descriptive texts on students of class XI IPA at SMA PGRI Kalabahi Based on the researcher's experience while teaching English in high school, the researcher found that the students' learning outcomes in the class for English lessons, especially for their descriptive text writing skills, were still below the set KKM. This is due to students' lack of interest in participating in learning, students tend to do activities outside the KBM when learning takes place and do not listen to the teacher's explanation. The researcher realised that the learning presented by the researcher was less

interesting and less meaningful, the researcher still used the lecture method when teaching, make students feel bored, less responsive and passive during the learning process. So that during the learning process, researchers play a more active role than students. Learning becomes centered on the researcher. Therefore, an appropriate method is needed to overcome this problem.

One of the alternatives that can be used by teachers in an effort to improve essay writing skills is by using interesting methods. Adas & Bakir (2013) explains that Contextual Teaching and Learning is learning that links the material taught with the real world of students and encourages students to make connections between the knowledge they have and the knowledge in their daily lives ". Furthermore, Wicaksono (2016) also explained that Contextual Teaching and Learning involves seven components for effective learning, namely constructivism, questioning, discovery, learning community, modelling, and real assessment.

The selected description writing learning technique applied in the learning activities of understanding the CTL (Contextual Teaching and Learning) method is expected to be able and attract students' attention and interest, as well as support students' creative activities in finding their ideas in writing and also be able to motivate with stimuli that are both boring and watching. Based on the description above, the purpose of this study is to develop students' writing skills, especially in writing descriptive text through CTL method.

REVIEW OF LITERATURE

CLT Method

Literally, contextual comes from the word context which means "relationship, context, atmosphere, and state of context". Contextual learning is defined as learning that relates to a particular context. Mentioned by Nawas (2018) "The contextual learning approach or Contexstual Teaching and Learning (CTL) is a concept that helps teachers link the material they teach with real-world situations, and encourage learners to make connections between the knowledge they have and its application in their lives as members of families and communities". The contextual learning approach is an educational procedure that aims to help students understand the meaning of the subject matter they are learning, by connecting it to the context of their own lives in the social and cultural environment of the community (Jayanti & Rozimela, 2022). Thus, the learning process not only affects the learning outcomes that are the learning objectives, but provides the meaningfulness of knowledge and experience that is useful in the context of the real world of learners. Fitriadi et al., (2022) revealed that "Contextual approach is learning that aims to help students see the meaning

in academic material with the context of their daily lives, namely with the context of their personal, social and cultural circumstances". This means that contextual learning allows students to connect the content of the material with the context of everyday life to find meaning. Azhar et al., (2021) argues that "Contextual learning approach is a learning approach that emphasises the process of full student involvement, to be able to understand the material learned, and connect it to real life situations, thus encouraging students to be able to apply it in their lives". Further explanation is stated by Syafir & Afnita (2022) that "Contextual approach is meaningful learning and considers learning objectives is a situation that exists in the context, the context helps students in meaningful learning and also to express abstract things". Thus it can be concluded that Contextual Learning Contextual Teaching and Learning (CTL) is a concept or strategy of teacher learning to students with the material taught by teachers to students, students are asked to make connections between the knowledge they have with real life situations so that students can apply it in their daily lives.

Writing in EFL Classroom Setting

Writing is one of the language skills. In writing, all language skills must be focused on in order to produce quality writing. Writing is not only copying but also expressing feelings, ideas, atmosphere, or anything else into writing. The benefits of writing skills for students are to copy, take notes, and do some schoolwork. If a child does not master writing skills well, then the student will experience difficulties in the learning process and in his daily life. Therefore, writing skills need to be taught from an early age. Raisan et al., (2021) also added that writing in English classes has two meanings. The first is writing in the literal sense, namely, writing on sheets of paper, diaries, notebooks and so on. Writing in the second sense is writing for the public (public, society).

Writing Ability

Skills are a person's expertise in a particular field and are used to complete tasks properly. While in Kim & Kim (2005) states "Skills are the ability to complete tasks". According to Ibniam (2011) writing is defined as "Giving birth to thoughts or feelings (such as composing, making letters) with writing. Through writing activities, a person can pour out their ideas or express their feelings". Thus, writing is a way of expressing thoughts or feelings in written form. Azhar et al., (2021) also added that "Writing is a person's ability to express ideas, feelings, and thoughts to other people or parties using written media". Based on the above opinions, it can be concluded that writing skills are a person's ability to express ideas, feelings, and thoughts to others in the form of writing.

Writing according to Hakim, rasyid & Rafli (2020) is termed composing, which is a whole series of activities of a person to express ideas and convey them through written language to the reading public to be understood. In this modern life, it is clear that writing skills are needed. Writing is used by someone to record or record, convince, report or inform, and influence others. Such purposes and objectives can only be achieved well by people who can arrange their thoughts and express them clearly, this clarity depends on clear and good thoughts, organisation, and use of words.

Method

This research was conducted in the place where the researcher served, namely at PGRI Kalabahi High School, in the 2022/2023 academic year which was carried out for approximately 1 and a half months February-March. The subjects in the study were students of class XI IPA SMA PGRI Kalabahi, totalling 20 students. The research conducted was a class action research. Classroom action research (PTK) is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance so that student learning outcomes increase (Mettetal, 2002). The implementation of this research was carried out in at least two cycles, this is in accordance with the opinion of Mettetal (2002) that class action research is carried out in at least two successive cycles of action. Classroom action research according to Mettetal (2002) consists of planning, action implementation, observation, and reflection. This design uses a model known as a self-reflection spiral system that starts from planning, action, observation, reflection, and re-planning is the basis for a problem-solving design. The data collection technique used in this research is through student learning outcomes tests. Data obtained from cycle tests and observations were analysed descriptively qualitatively.

FINDING

First Cycle.

The planning stage is carried out as a starting point for conditioning and making commitments and consequences that will be implemented. The planning that is compiled refers to the actions that will be taken. The carried out by preparing a Learning Implementation Plan (RPP) which is designed in accordance with the CTL learning model. Furthermore, providing tools and materials (including learning media) that will be used in learning activities. To find out student learning outcomes, researchers worksheets that will be used in learning. Researchers also prepare worksheets that will be used in learning. researchers also prepare test questions that are carried out after learning. The last

planning is to coordinate with the teacher who is the observer to be able to make observations according to the specified schedule.

First meeting the researcher enters the class by saying greeting, then pray. After praying, the researchers conditioned the class and students to start the learning process. The researchers started the learning by giving examples about the use of descriptive text in everyday life, as well as motivating students and conveying learning objectives. The researcher also conveyed the learning steps that would be carried out, namely using the CTL learning model. The learning continued with the researcher providing material and information about descriptive text, and students were less focused in listening to the material presented. Then organizing students into groups, at the time of group division took a little longer because students were less orderly when sitting in groups. The researcher distributed the LKS to the group about information about descriptive text. The researcher supervised the discussion and provided assistance to groups that experienced problems, but the assistance provided could not be done perfectly because there were rowdy students. Next, the researcher asked group representatives to present the results of their group discussions in front of the class. All group representatives were given the opportunity to present the results of their discussion. It was seen that the group that was asked to present was hesitant to present in front of the class. The researcher led students to want to ask questions and respond to the presentation, but it was seen that students were not active in responding or asking questions.

Second meeting the researcher entered the class with a greeting. Then pray. After praying, the researcher conditioned the class and students to start the learning process. The researcher started the learning by giving examples about the use of descriptive text in daily life, motivating students and conveying learning objectives. The researcher also conveyed the learning steps that would be carried out, namely using the CTL learning model. The learning continued with the researcher providing brief material about the elements in descriptive text, and students were more focused in listening to the material presented. Then organizing students into groups, at the time of group division students were orderly when sitting in groups, they immediately sat in their respective groups. The researcher distributed the LKS to the group about the elements of descriptive text. The researcher supervised the discussion and provided assistance to groups that experienced problems, but the assistance provided could not be done perfectly because there were students who carried out activities outside the KBM. Next, the researcher asked group representatives to present the results of their group discussions in front of the class. All group representatives were given the opportunity to present the results of their discussion. There are still groups that hesitate to appear in front of the class. The

researcher led students to want to ask questions and respond to the presentation, students seemed to have begun to dare to respond and ask questions. After all group representatives performed, the researcher announced the best group and gave awards. Next, the researcher guided students to draw conclusions about the elements of descriptive text and provided explanations so that students could understand better. Before ending the lesson, the researcher informed that there would be a cycle test at the next meeting. The researcher said greetings and left the class.

Third meeting the researcher greeted and entered the class and prayed. Then the researcher conditioned the class and students to take the cycle I test. Next, the researcher checked the results of the cycle I test and gave scores. Students' cycle I test results can be seen in table 1 below:

Table 1. Writing Score cycle 1

EFL Students' Writing Score in Cycle 1	
Students	**Score**
1	50
2	50
3	60
4	56
5	50
6	56
7	56
8	55
9	56
10	56
11	54
12	60
13	50
14	50
15	56
16	60
17	60
18	56
19	58
20	50
Total	**1099**

The score results from cycle 1 show that most of the students have not reached the KKM score of 75. From the percentage of each student score that has

been obtained in cyle 1, it is known that student learning outcomes have not yet reached the research success indicator and are still classified as low. The percentage so that the results obtained have not yet reached the research success indicator.

Based on the test results, it is known that the scores obtained by students are still relatively low. From the observation results, it is known that some students do activities outside of teaching and learning activities. The activities of researchers in carrying out learning also have weaknesses, there are still several aspects of observation that have not been carried out by researchers properly, including motivating students, organizing students in groups and providing guidance in completing LKS. As well as in giving awards and in managing learning time. Thus, to overcome the shortcomings that occur, the researcher as a teaching teacher needs to make improvements in the next cycle.

Cycle 2

From the results of the reflection of research in cycle I, it is known that learning English Descriptive text topics has not shown a very significant improvement. Therefore, the researcher rearranged the planning that would be carried out. the plan prepared by the researcher was to prepare a Learning Implementation Plan (RPP) designed in accordance with the CTL learning model. Then provide tools and materials (learning media) and prepare test questions that are carried out after learning. Furthermore, researchers prepare worksheets that will be used in learning activities.

Researchers entered the class by saying greetings and then praying. After praying, the researcher conditioned the class and students to start the learning process. The researcher started the learning by giving examples about the use of descriptive text in daily life or in the school environment, motivating students and conveying learning objectives. The researcher also conveyed the learning steps that would be carried out, namely using the CTL learning model. Learning continued with the researcher providing material about descriptive text, and students were focused on listening to the material presented. Then organising students into learning groups, at the time of group division students were orderly when sitting in groups, they immediately sat in their respective groups. The researcher distributed the LKS to the group about descriptive text. There were still students who were not involved in group discussions, so the researcher gave a warning and reminded students to work together. The researcher supervised the discussion and provided assistance to groups that experienced problems. Next, the researcher asked group representatives to present the results of their group discussions in front of the class.

All group representatives were given the opportunity to present the results of their discussion. each group was willing to present in front of the class. The

researcher led students to want to ask questions and respond to presentations, students seemed to have the courage to respond and ask questions. After all group representatives performed, the researcher announced the best group and gave awards. Next, the researcher guided students to draw conclusions about the content of descriptive text and provided explanations so that students could understand better.

The learning continued with the researcher providing brief material about the systematics of descriptive text, and students were focused and looked excited in listening to the material presented. Then organising students into learning groups, at the time of group distribution students were orderly when sitting in groups, they immediately sat in their respective groups. The researcher distributed the LKS to the group about the elements and things related to descriptive text. All students were involved in the group discussion. The researcher supervised the discussion and provided assistance to groups that experienced problems. Next, the researcher asked the group representatives to present the results of their group discussions in front of the class.

All group representatives were given the opportunity to present the results of their discussions. each group was willing to present in front of the class, there were even groups that proposed to present first. The researcher led students to want to ask questions and respond to the presentation, students seemed brave to give responses and ask questions. Next, the researcher guided students to draw conclusions about the elements of descriptive text and gave explanations so that students could understand better. Before ending the lesson, the researcher announced the material for the next meeting.

The learning continued with the researcher providing material about the linguistic elements in descriptive text, and students were focused and looked excited in listening to the material presented. Then organised students into learning groups, at the time of group distribution students were orderly when sitting in groups, they immediately sat in their respective groups. The researcher distributed the LKS to the group about the linguistic elements of descriptive text. All students were involved in the group discussion. The researcher supervised the discussion and provided assistance to groups that experienced problems. Next, the researcher asked group representatives to present the results of their group discussions in front of the class. All group representatives were given the opportunity to present the results of their discussions. each group was willing to present in front of the class, there were even groups that proposed to present first. The researcher led students to want to ask questions and respond to the presentation, students seemed brave to respond and ask questions. After all group representatives performed, the researcher announced the best group and gave awards. Next, the researcher guided students to draw conclusions about the

learning material on the linguistic elements of descriptive text and provided explanations so that students could understand better.   Before ending the learning, the researcher informed the material for the next meeting. In addition, in this meeting, the researcher conditioned the class and students to take the cycle II test. Students' cycle II test results can be seen in table 2 below:

Table 1. Writing Score cycle 2

EFL Students' Writing Score in Cycle 2	
Students	**Score**
1	80
2	75
3	85
4	78
5	78
6	78
7	80
8	85
9	83
10	82
11	82
12	84
13	83
14	82
15	80
16	85
17	85
18	85
19	80
20	87
Total	**1637**

Based on the students' writing score in table 2 above, it can be seen that all students have achieved KKM completeness. The results obtained in the second cycle have increased compared to the first cycle. This proves that students have a better understanding of the subject matter compared to the first cycle. The percentage obtained shows that the number of students who are complete has reached the research success indicator.

From learning activities using the CTL learning model, it shows that student learning outcomes have improved as expected with the research success indicator, namely the achievement of the percentage of students who reach the

KKM. Then for student activities in learning activities, it is known that it has also increased and has reached the research success indicator.

Discussion

In general, English language learning includes four aspects, namely, listening, speaking, reading and writing. The four aspects of language skills are grouped into two, namely, spoken language and written language. Oral learning includes speaking and listening while written language includes two aspects, namely reading and writing, the four skills are interrelated and cannot be separated in learning. The four language skills, which are the focus of this study, are writing skills taught in senior high school. Writing or composing is not an easy activity or a simple activity, but requires motivation or support that keeps teaching writing skills in high school is a strategic step to train students' abilities in writing.

Language skills are the most important thing in human life, because language is a means of communication in everyday life, with language humans can convey the contents of their thoughts, feelings and desires. Liando & Tatipang (2022) mentioned that Language is one of the greatest gifts of God for humans, with language humans can develop their personality, intelligence and skills as well as social and cultural attitudes both orally and in writing.

In the learning process the teacher must use an approach that is well received so that the learning material is conveyed and appropriately applied to students (Liando, Tatipang & Lengkoan, 2022). In teaching and learning activities students have different capacities or absorption, so it is necessary to do learning using a contextual approach (CTL). CTL learning model is suitable to be applied in learning English especially on descriptive text material. By using the Contextual Teaching and Learning (CTL) learning model, students can write descriptive texts based on their experiences, making it easier for students to understand the subject matter. This model can increase student activity, with students playing an active role in learning activities by finding and exploring their own subject matter through group activities, discussing, receiving and giving each other so that learning feels more meaningful.

In applying an approach in the teaching and learning process in the classroom, a teacher has steps or stages in conducting CTL learning or we know it as contextual. Based on the results of this study, it can be seen that the steps that teachers can take in conducting CTL learning are by providing knowledge first about what CTL learning is, after that developing students' thinking to carry out more meaningful learning activities by working alone, developing students' curiosity by asking several questions, then giving examples, students are invited

to make a descriptive text by linking it to students' real life, or seeing objects directly.

Contextual Teaching and Learning (CTL) states that learning should be contextual for the teacher. In addition, learning should also be meaningful and relevant to the teacher's situation and conditions. Contextual Teaching and Learning (CTL) is a learning strategy that emphasize the process of full student involvement to find the material learned and connect with real life situations. Contextual teaching and learning (CTL) aims to equip students with knowledge that can be flexibly transferred from one problem to another and from one context to another.

Contextual teaching and learning (CTL) is one of the learning approaches recommended in the implementation of the education unit level curriculum, so this learning needs to be developed. Contextual learning (Contextual teaching learning) is learning that helps teachers in linking the material taught with the real world situation of students and encourages students to make connections between the knowledge they have and its application to their daily lives. This involves seven main components of effective learning, namely; constructivism, questioning, inquiry, learning community, modeling, reflection and authentic assessment.

The learning process is not just a transfer of knowledge from teacher to student, but takes place naturally in the form of student work and experience activities, is more concerned with strategies than learning outcomes, students are encouraged to understand what learning means, what are the benefits of learning, and how to achieve it. Thus they position themselves as parties who need provisions for life in the future. Contextual learning (Contextual teaching learning) is a learning system that stimulates the brain to compile patterns that manifest meaning, a learning that fits the brain that produces meaning by connecting academic content with the context of everyday life.

Contextual Teaching and Learning (CTL) is a learning concept that helps teachers link the material taught with facts in students' lives. CTL places more emphasis on teacher-designed classroom activity plans (Ibnian, 2011). The activity plan contains a step-by-step scenario of what the teacher will do with the students in relation to the topic to be learnt. Contextual learning is more concerned with learning strategies rather than learning outcomes. Contextual learning expects students to acquire subject matter even though it is little but deep, not the other way round, a lot but shallow. The use of CTL in learning Indonesian language and literature in the classroom can attract students' attention because CTL has various components so that learning is not boring. According to Haidir (2021) CTL can get students involved in meaningful

activities that are expected to help them be able to connect the knowledge gained in class with the context of real life situations.

The skill of writing descriptive text is not something that can be taught through description or explanation alone. Students will not acquire writing skills just by sitting, listening to the teacher's explanation, and taking notes. Descriptive text writing skills can be improved by doing text writing activities continuously so that it will affect students' results and achievements in writing descriptive text. Results and achievements can improve if there are changes in students' attitudes and behavior both in the knowledge, skills and psychomotor aspects. The fact in this study, not a few students experience obstacles in developing their skills in writing descriptive texts. These obstacles are that students' imagination is still lacking, the diction used in writing descriptive text is less varied, difficulty determining the theme, and less able to develop ideas. The English teaching and learning process in schools is generally oriented towards theory and knowledge alone so that language skills, especially writing skills, get less attention. Their ideas, thoughts, and feelings pass them by.

The data that has been interpreted above, shows that there are differences in students' abilities in writing descriptive text. The CTL approach or commonly called contextual is one of the approaches that helps teachers link the material taught with the real world situation of students and encourage students to make connections between the knowledge they have and its application in their lives as family members, countries and workers. The use of the CTL approach as an approach to learning to write, in addition to achieving academic excellence. Students internalize concepts through discovery, reinforcement and connectedness. The contextual approach provided must also be able to attract students' attention and interest in learning and make students concentrate on learning, so that students are enthusiastic in doing the task of making descriptive text. Although there are students who do not want to participate in learning and do their assignments. With the reason that they do not want or are reluctant and embarrassed to follow the learning process because of the group. However, after the researcher gave direction and motivation to students.

Related to this present study, in a lesson carried out in the classroom in applying a learning approach the teacher must face various factors that support and hinder the application of the approach. Based on the results of the research that the author has conducted at PGRI Kalabahi High School, it can be seen that there are several supporting and inhibiting factors in the application of the contextual approach in learning descriptive writing text. The first supporting factor in the application of the contextual approach is the use of props to write descriptive text, for example modeling with paintings, flowers, and others. The second supporting factor is the teacher's proficiency in applying the contextual

approach. While the inhibiting factors are students' lack of insight into descriptive text, students' lack of ability and lazy students in stringing words to make descriptive text, low student interest in descriptive text writing activities or students who feel uninterested in learning to write descriptive text, student enthusiasm, a less supportive play environment. From the results of the study, it can be seen that the difference in students' ability to write descriptive text increased from cycle 1 to cycle 2 in the figure 1 below:

Figure 1. Final Percentage of Cycle 1 and 2
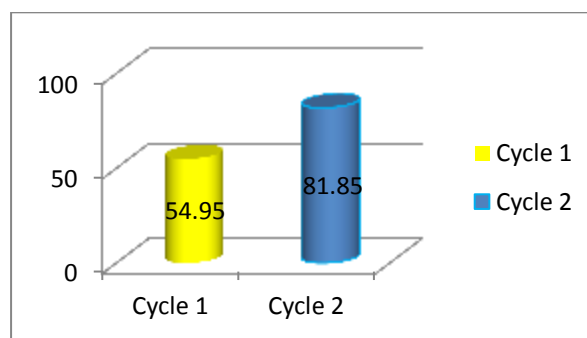
The results of the final score of students' writing ability showed a very significant improvement. From the descriptive text writing material that has been implemented by the teacher using the contextual approach (CTL), it is able to develop students' descriptive text writing ability, it can be seen from the results of students' descriptive text writing, students' response and interest in following the descriptive text writing material by using the contextual approach. The results of interviews with Indonesian language teachers showed that the application of the contextual approach is very capable of developing students' text descriptive writing skills because with the contextual approach students can be easier in making text descriptive.

The important thing in this research is the approach taken by the researcher, namely by using a contextual approach that attracts students' attention, but in cycle I not all students were motivated and active in learning. Therefore, learning to write descriptive text using a contextual approach needs to be improved by doing cycle II. In this cycle II, there was an increase in student activeness towards learning to write descriptive text with a contextual approach compared to students actively involved in cycle I, namely not all students from the entire number of class XI students totaled 20 students. The approach and media used by researchers is a contextual approach to learning to write descriptive text. The approach used by the researcher made students feel more cared for so that learning to write descriptive text, the students of class XI IPA felt more happy to pour the ideas they had in the form of descriptive text. From this data, it is clear

that learning to write descriptive text using a contextual approach has improved students' writing skills.

In addition, it is not easy to write descriptive texts in everyday life, let alone teach only a few meetings. It needs practice and guidance, either at school or at home. The contextual approach provided by the researcher is one of the learning approaches to help students facilitate communication and discussion, so that they can find ideas or ideas in writing descriptive text skills by students. In its application, students are given treatment using a contextual learning approach, with directions in accordance with the learning objectives. Starting with reading the material that has been listed in the book and understanding it, then making groups and discussing student ideas, so that students can understand each other's descriptive text writing material. Furthermore, the researcher reinforces the material that students have discussed and gives assignments as material for the final results of the study as well as the competencies and learning objectives. This can be seen from the attitude and attention shown by students during the learning process. In addition, students in writing descriptive text took a long time to be able to adjust the ideas they would write. Nevertheless, among the two groups, there are those who are already good at writing descriptive text, while others are still given instructions and motivation.

The results of the study are in line with research from Windi & Suryaman (2022), Nawas (2018), Hakim & Sari (2022), Jayanti & Rozimela (2022) where the results of this study indicate that the quality and success of student learning is greatly influenced by the ability and accuracy of teachers in choosing and using learning approaches. For this reason, a learning approach that empowers students is needed. One approach that can empower students is the contextual approach (CTL). Contextual Teaching and Learning (CTL) or contextual learning is a learning concept that links the material taught with the reality of the student's world so that students can make a connection between their knowledge and its application.

Conclusion

The use of contextual approach in learning conducted by the researcher turned out to show the results as expected, namely the improvement of the ability to write descriptive text using contextual approach in class XI IPA students. The assessment results showed that the percentage of students passing in cycle II (81.85) experienced a very significant increase compared to the results in cycle I (54.95).

Language learning is not only providing understanding in the form of definitions but students are required to be able to find their own knowledge. Teachers must have a strategy that encourages students to think critically and

creatively. The implementation of CTL in learning to write poetry and prose based on events that have been experienced, requires students to think more critically. This means that students are encouraged to connect the material taught with their daily lives. Teachers must be able to model certain competencies, so that students get examples or models to develop the concepts obtained. In the end, the contextual approach is able to increase student activeness and creativity. The teaching and learning process also becomes fun, interesting, and varied and not boring.

REFERENCES

Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International journal of humanities and social science*, *3*(9), 254-266.

Azhar, Z., Rukun, K., Jama, J., Effendi, H., & Muskhir, M. (2021, February). Effectiveness of E-Learning Approach to Contextual Teaching and Learning in Improving Students' Ability. In *Journal of Physics: Conference Series* (Vol. 1783, No. 1, p. 012110). IOP Publishing.

Fitriadi, P., Latumakulita, I. I., Jumadi, J., & Warsono, W. (2022). CTL-Based Physics E-Book to Improve Students Physics Problem Solving Skills in Senior Highschool. *Jurnal Penelitian Pendidikan IPA*, *8*(3), 1121-1127.

Haidir, A. A. (2021). Improving Students' Ability in Writing Recount Text through Contextual Teaching and Learning (CTL) Approach at the Second Grade Student of SMA DHI Mapilli. *Tipalayo Review: Journal of Literature and English Teaching Research*, *1*(1), 10-17.

Hakim, M. K. A., Rasyid, Y., & Rafli, Z. (2020, March). The Impact of Using Contextual Teaching and Learning (CTL) in Arabic Essay Writing Classes. In *Proceedings of the 2nd ICSTI 2019, September 3rd 2019, Yogyakarta, Indonesia*.

Hakim, M. W., & Sari, D. M. M. (2022). Practicing Contextual Teaching and Learning Approach to Enhance Students' Higher Order Thinking Skill on Writing Ability. *Elsya: Journal of English Language Studies*, *4*(3), 298-308.

Ibnian, S. S. K. (2011). Brainstorming and essay writing in EFL class. *Theory and Practice in Language Studies*, *1*(3), 263-272.

Jayanti, G. S., & Rozimela, Y. (2022). Using Contextual Teaching and Learning (CTL) Strategy to Improve Students' Writing Skill. In *67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)* (pp. 110-114). Atlantis Press.

Jubhari, Y., Sasabone, L., & Nurliah, N. (2022). The Effectiveness of Contextual Teaching and Learning Approach in Enhancing Indonesian EFL Secondary Learners' Narrative Writing Skill. *REiLA: Journal of Research and Innovation in Language*, 4(1), 54-66.

Kim, Y., & Kim, J. (2005). Teaching Korean university writing class. *Asian EFL*, 7(2), 1-15.

Mettetal, G. (2002). The what, why and how of classroom action research. *Journal of the Scholarship of Teaching and Learning*, 6-13.

Liando, N. V., Tatipang, D. P., & Lengkoan, F. (2022). A Study of Translanguaging Practices in an EFL Classroom in Indonesian Context: A Multilingual Concept. *Research and Innovation in Language Learning*, 5(2), 167-185.

Liando, N. V. F., & Tatipang, D. P. (2022). English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea*, 13(1), 61-75.

Nawas, A. (2018). Contextual teaching and learning (CTL) approach through react strategies on improving the students' critical thinking in writing.

Risan, R., Hasriani, H., & Muhayyang, M. (2021). The Implementation of CTL Method in teaching English to the students of MAN 1 Enrekang. *Language Circle: Journal of Language and Literature*, 16(1), 125-136.

Rini, C. P. (2016). *The Effectiveness of Contextual Teaching and Learning to Improve the Students' Writing Skill in Descriptive Text in the Second Year of SMP 1 Muhammadiyah Malang in Academic Year 2015/2016* (Doctoral dissertation, University of Muhammadiyah Malang).

Roza, A. S., Rafli, Z., & Rahmat, A. (2019). The Implementation of contextual teaching learning (CTL) to improve the students' speaking ability in Islamic

studies course. *International Journal of Applied Linguistics and English Literature*, *8*(4), 45-50.

Salima, R., & Hidayat, M. T. (2020). Developing Students'writing Skill In Analytical Exposition Text Through Contextual Teaching and Learning (CTL). *EEAL Journal (English Education and Applied Linguistics Journal)*, *3*(1), 35-42.

Syafira, D., & Afnita, A. (2022). The Influence of Contextual Teaching and Learning Methods and Learning Motivation on Students' Negotiation Text Writing Skills. *AL-ISHLAH: Jurnal Pendidikan*, *14*(4), 6231-6242.

Turmudi, D. (2021). Design-based of FBFRP-technique in writing computerized English essays in the light of CTL method. In *Proceedings of the 2nd Borobudur International Symposium on Humanities and Social Sciences, BIS-HSS 2020, 18 November 2020, Magelang, Central Java, Indonesia*.

Wahyuni, E. S., & Arieffiani, D. (2021). Improving creative writing for young learners using CTL post COVID 19. *Lingual: Journal of Language and Culture*, *11*(1), 1-7.

Wicaksono, A. (2016). *Improving Students' Ability in Writing Recount Text through Contextual Teaching and Learning Approach at the Second grade Student of XI Exact 1 of SMAN 2 Palopo* (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar).

Windi, W., & Suryaman, M. (2022). Improving Students' Ability in Writing Descriptive Text Through Contextual Teaching and Learning Approach. *Jurnal Ilmiah Profesi Pendidikan*, *7*(1), 151-155.

Yusyac, R., Muslem, A., & Yasin, B. (2021). Using contextual teaching and learning (CTL) approach to improve students' speaking ability. *English Education Journal*, *12*(3), 459-475.