

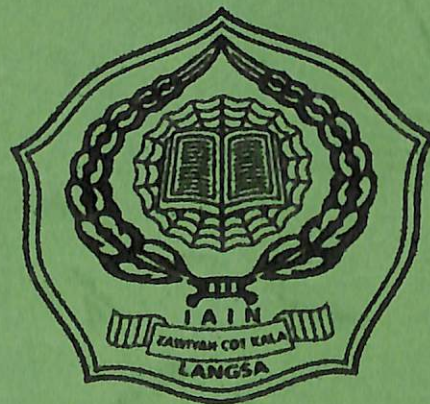
INCREASING STUDENTS' ABILITY IN WRITING HORTATORY
EXPOSITION THROUGH CONTEXTUAL TEACHING
AND LEARNING AT ELEVENTH GRADE OF
MAN KP. TEUNGOH LANGSA

THESIS

Submitted by :

MUHAMMAD ICHSAN
1042011143

English Education Department



FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
ZAWIYAH COT KALA LANGSA
1437 H / 2016 M

STATEMENT OF CERTIFICATION

INCREASING STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) AT ELEVENTH GRADE OF MAN Kp. TENGOH LANGSA

By

Muhammad Ichsan
1042011143

Has been defended in Sidang Munaqasyah before the Council of Thesis Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd) in English Education Department of Faculty of Tarbiyah and Teachers Training on:

Tuesday, August 3th 2016 M
28 Syawal 1437 H

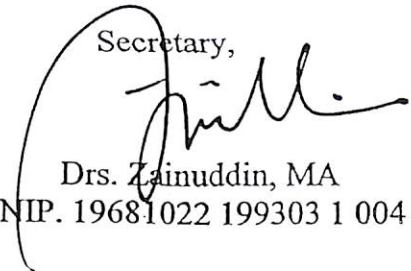
Council of Thesis Examiners

Chairman,



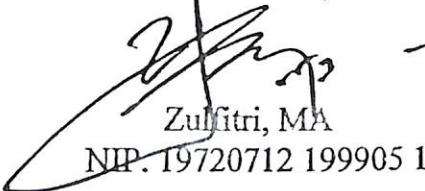
Mhd. Rasid Ritonga, MA
NIP. 19770513 200912 1 005

Secretary,



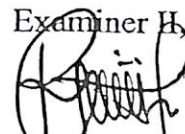
Drs. Zainuddin, MA
NIP. 19681022 199303 1 004

Examiner I,



Zulfitri, MA
NIP. 19720712 199905 1 001

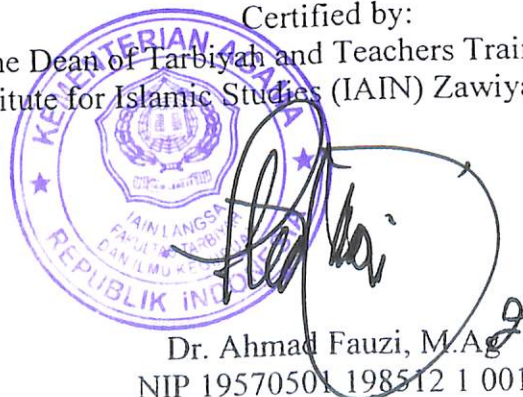
Examiner II,



Rita Mahriza, MS
NIP. 19840117 201101 2 008

Certified by:

The Dean of Tarbiyah and Teachers Training Faculty
State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa



Dr. Ahmad Fauzi, M.Ag
NIP 19570501 198512 1 001

ABSTRACT

This thesis is entitled "Increasing Students' Ability In Writing Hortatory Exposition Through Contextual Teaching And Learning (CTL) at Eleventh Grade of MAN Kp. Teungoh Langsa. The objective of this research is to find out method whether of CTL increase students' ability in writing hortatory exposition. This research is experimental study in which the experimental class and controlled class. This researcher used the quasi-experimental design with pre-test and post-test. The data was analyzed by quantitative approach through showing the means of students' score of writing by method of CTL or not using method of CTL. In the case, the writer has chosen The Eleventh Grade of MAN Kp. Teungoh Langsa as the population for the research. The numbers of classes are 7 classes. The total number of population was 223 students. In this research the researcher took two classes as samples; these are 2IPA3 and 2IPA4. The sample of this research is 60 students, 30 students in the class 2IPA3 as experimental group and 30 students in the class 2IPA4 as control group. In the experimental group, the researcher used method of CTL in writing hortatory exposition, meanwhile in control group was taught without using method of CTL. After teaching learning process for six meetings the researcher gave a pre-test and a post-test to the students. The result of the test appeared that the students achievement in experimental group was the higher than control group; this thesis proved by the mean score gotten by the students in experimental class (77,5) while in control class (63,96). Based on the research the researcher states that using method of CTL could increase in writing hortatory exposition. The conclusion of this study is that the method of CTL is increase in writing hortatory exposition to The Eleventh Grade of MAN Kp. Teungoh Langsa and the students feel interested and satisfied in learning writing hortatory exposition. The study suggests that first; the teacher should motivate their students in learning writing hortatory exposition. Second, the teacher should apply a suitable method to avoid of indolent and boredom in learning writing and could make them more motivated and extracted in learning it. The last, the school must repair the quality of school by giving advantage of human resources.

Key word: Writing, Hortatory Exposition, Contextual Teaching and Learning (CTL)

CHAPTER I

INTRODUCTION

A. Background of study

Language is something to express our opinion, emotion, desires whether in speaking or writing. Language plays very important role in social relationship among human beings. It is a medium of communication which can help people to interact, converse, and also to share with other people. English is the important language in the world, because English as an international communication. It is the reason why many people want to study about English. Therefore, the government of Indonesia applies English lesson in Elementry School, Junior High School, Senior High School and University level. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. English has gained its popularity all over the world including Indonesia.

The aim of teaching English in the senior high school is to motivate students to be ready and have self confident in learning English at the higher level of education and able to use the four major skills such as: reading, speaking, writing. As one of the four language skills, writing has always occupied a place in most English language course purposes. Writing is not always easy, especially English writing. Children need time of writing skill. It is the fact that writing in foreign language is all too often associated with correcting error. Such as: grammar, spelling, and punctuation. Writing is more

than picking up a pen and putting words on the paper. Writing requires thought and planning if it is to mean anything to receiver who reads it.¹

If someone wants to learn English as a foreign language he/she will obviously meet all kind of problems, especially in writing skill, the learners will meet some problem for example, learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign word into sentence.²

Teaching is an art to convey knowledge information and skill to students. In order the message to be effective, teacher need to apply special technique. Therefore, learning process can be interested, enjoyable and comfortable, and the lesson can be receipted and mastered by students essay.³

Writing is a complex socio-cognitive process involving the construction of recorder message on paper or on some other material and more recently, on computer screen.⁴ Writing is one of language skill and productive skill that will be learned by student in junior high school, student will be able to express their ideas and feeling by English writing.

Writing hortatory exposition text is one of genre in writing text. It is taught by teacher in order to make students how to arguments to perceive something should be or ought to be to several readers although it is still in a simple way. However, the students have difficulties in writing hortatory

¹ Academic student English " *Writing Paragraphs and the writing process*". winter 1999

² Ramelan , *English Phonetics*, (Semarang : IKIP Semarang Press, 2003) P . 4

³ Pardiyono, *The Art Of Teaching* , (Yogyakarta: Andi Offset , 2010), P. 1

⁴ John M. Swales and Christiane B. Peak . *Academic Writing for Graduate Students : a Course for Non native Speakers of English* , (United States of American : University of Michigan . 1994) P. 34

exposition text because the teacher only explain what the generic structure and the method how to write the hortatory exposition, the teacher does not use any method or new ways to teach students. Therefore, the student will be unmotivated, bored, and have difficulties in learning hortatory exposition text. They also do not able to influence and to persuade the things in a systematic order. Moreover, they can not persuade the audiences to do something and invite the reader that is should be or ought to be like this or not.

Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mind set says foreign language is difficult to learn because of them know nothing from start. Teacher, in the case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, reading and writing.

Based on the above problem, the process of the teaching gives several ways or the method for their work to get better in the future and make them to be easier in many things.

One of the kinds of the method in process teaching learning has the ways to understand what the importance of the study. The writer choose the method of contextual teaching and learning (CTL) which be used to motivate students and easy the teacher in relate between the subject with real world and prompt the student make relate between the knowledge who her/his owned

with the application in their real world as family and citizens, for example by involving an argument which could influence the audience to follow the argument.

In fact, the process of writing as context cannot run well because most students are not interest to forward several the statement who thought to be poured into writing. So, the student need a statement contextually and could implementation in real world. Therefore, the teacher should give student new method in order to make them enjoyable, easy, memorable about the material especially in writing skill.

In this research, the aim of researcher is to find out whether the use of method of contextual teaching and learning could increase student in writing skill on hortatory exposition. So, the tittle of writer's thesis is about: ***“INCREASING STUDENTS’ ABILITY IN WRITING HORTATORY EXPOSITION THROUGH CONTEXTUAL TEACHING AND LEARNING AT THE ELEVENTH GRADE OF MAN Kp. TEUNGOH LANGSA”***.

B. Research Question

Based on the above problem , the research would like to formulate the problem follow :

1. How is the implementation of method Contextual Teaching and Learning (CTL) increase students' ability in writing hortatory exposition at the eleventh grade students of MAN Kp. Teungoh Langsa ?

2. Does Contextual Teaching and Learning (CTL) method increase students' ability in writing hortatory exposition at the eleventh grade of MAN Kp. Teungoh Langsa?

C. Objective of the Research

The Objectives of the study are :

- a. To find out the implementation method of contextual teaching and learning (CTL) would be increasing students' ability in writing hortatory exposition.
- b. To know whether this method of contextual teaching and learning (CTL) could collaborate to the students' increase in writing hortatory exposition.

D. The Scope of Study

In Contextual Teaching and Learning, the method has seven the principles consist of : 1. Constructivism 2. Inquiry 3. Asking 4. Community Learning 5. Modelling 6. Reflection 7. Authentic Assessment. However, the researcher to research use the principle namely Modelling because it basically express a thought, demonstrates how the teacher wants students to learn and make what teachers want for their students perform such as get see, think and learning contextual learning, teachers are not the only model. Models can be designed with involve students and also bring in from outside.

E. The Significance of the Research

- **To the Teacher**

To give the result of this study is expected to be one of appropriate method in selecting in using teaching method until there are the increasing of learning effectiveness in classroom. Furthermore, it can be an influence on the increasing of students' ability in writing certainty.

- **To the Student**

The result of this study will be useful for student. Especially, to give motivate and encourage student who cannot write well until attain a writing on increase students' ability in writing text easily and they will be more express the idea into the writing deeply.

- **To the Researcher**

The result of this study gives new experience and an add researcher's knowledge about advantage and disadvantages of writing hortatory exposition using method of contextual teaching and learning, so the researcher can also increase her/his in writing.

F. Terminology

In this study, there are some terminologies that explain to avoid the misunderstanding, those are:

- 1. Increasing**

The increasing is the effort to add the level, quatity, and quality in the attain some kinds such as process, measure, level and relation with influence each other between a subject with other subject.

2. Writing

Writing is an activity a word to be a sentence. Furthermore, a sentence is arranged to be a paragraphs and continue to an essay. Writing not only a lesson which is studied in the school or college. But, writing also the several separate activities to produce the writing product. This argument is supported by Trudy Wallace, Winifred E. Stariba and Herbert J. Walbert. They state that “ writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.”⁵

3. Hortatory Exposition

Hortatory exposition is a kind of text of English where present the writer's effort to influence to the reader to do something or in certain way. Then, the purpose of hortatory exposition to persuade the reader or listener that something should or should not be the case.⁶

4. Contextual Teaching and Learning

Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates student to make connections between knowledge

⁵ Trudy Wallace, Winifred E. Stariba and Herbert J. Werbert, *Teaching Speaking, Listening and writing Practice series 14*, P. 15

⁶ Th . M. Sudarwati., Eudia Grace, *Look Ahead An English Course for Senior High School Student Year XI KTPS, 2006*, P.204

and its applications to their lives as members, citizens, and workers and engage in the hand work that learning requires.⁷

⁷ Kunandar, *Guru Profesional* (Jakarta:PT Raja Grafindo Persada, 2007), P. 296