IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY APPLYING CONTEXTUAL TEACHING LEARNING TO THE SEVENTH GRADE STUDENTS AT SMP NEGERI 2 LANGSA.

THESIS

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Langsa, 23th March 2015

Yang membuat pernyataan

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ABSTRACT

Writing descriptive is a text which describes the characteristic of a person, place, or things. In educational setting in Indonesia, the students of junior high school have studied writing skill particularly. The junior high school students have studied how to describe something to be a text. Based on the interview to the English teacher in SMPN 2 Langsa, the writer found that most of students cannot write descriptive text well. The students did not know how to start and describe something, they are difficult to find out an idea to describe it. They cannot know how to explain about the characteristic of place, thing and animal. They cannot describe something in the text accurately. Based on the problem, the writer tries to do a research to investigate the improvement of the students' ability in writing descriptive text in using Contextual Teaching and Learning at SMPN 2 Langsa. The research belongs to experimental research applied to class VII8 as experimental class and class VII6 as the controlled class. The research was done by conducting pretest, treatment and posttest on 05th until 19th January 2015. Based on the result of the research, the writer found that Contextual Teaching and Learning approach improves students' ability in writing descriptive text. The development can be seen from the writing test result between experimental and controlled class. After conducting treatment, the students' writing score at experimental class was 59,89 and the controlled class was 53, 36. Based on the result of hypothesis testing, the researcher got that t $_{observed}$ > t $_{table}$ that is 8,16 > 2,7635. Therefore, Ha was accepted and Ho was rejected. Therefore, the contextual teaching learning improves students' ability in writing descriptive text at the seventh grade students in SMPN 2 Langsa. According to the result of the research, the writer suggests that the English teachers apply Contextual Teaching Learning approach in studying English. Therefore, the students can use their English naturally and contextually without focusing on text book only. The writer also hopes to the students in SMPN 2 Langsa improve their writing ability continuously, particularly in writing descriptive.

Key Words: Improvement, Students' Ability and Writing Descriptive

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of skill in studying a language. Different to other skills, writing is the skill which has to be studied particularly. In studying writing skill, the students have to learn written language literally. Furthermore, the students also need a teacher who teaches them seriously. As Lenneberg opinion who said that, "in a discussion of "species specific" human behavior, that human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of literate society and usually only if someone teaches us".[1] It means that, in studying writing, the students have to do serious effort, it is caused writing skill cannot be reach naturally like others.

In educational setting in Indonesia, the students of junior high school have studied writing skill particularly. The junior high school students have studied about the way to combine sentences in paragraph. Furthermore, students have studied how to describe something to be a text. In the grammar area they also studied to combine noun phrase in a sentence, moreover the sentences are organized to be other written texts.

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[1] H Douglas brown, *Teaching by principles an interactive approach to language pedagogy third edition* (America :Pearson longman,2007) , P. 334

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Based on the interview to the English teacher in SMPN 2 Langsa, the writer found that most of students cannot write descriptive text well. The students did not know how to start and describe something, they are difficult to find out an idea to describe it. They cannot know how to explain about the characteristic of place, thing and animal. They cannot describe something in the text accurately.

Furthermore, some of students also cannot combine noun phrase in order. The students cannot combine adjective and noun well. It is influenced by their mother tongue structure. When combining noun phrase to describe thing, the students used Indonesian structure. For example when students described "tree" with adjective "big or shady", they said "the tree big or tree shady" not "shady tree"

Based on the fact above, the writer tries to apply one of approach to open students' mind to write descriptive text. In this case, the writer tries to apply Contextual Teaching and Learning (CTL). According to Trianto, "Contextual Teaching Learning (CTL) is a concept which helps teacher in making collaboration between the lessons to the real life. Therefore, students will make relationship between their knowledge to their life".[2]

By applying contextual teaching learning, the students can describe things in the real situation. They describe things that usually they find in their life. So, the students can describe something easier which related to their life naturally. They can describe and remember things that usually they look. Then, they can combine the description in the written text well.

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[2] Suprijono, Anas. *Cooperative Learning*, (Pustaka Belajar, Yogyakarta, 2009) p.79

The writer applies the implementation of contextual teaching learning (CTL) in writing descriptive text. Next, the writer did the research to analyze the improvement of the students writing ability. The result of the research would be written in a thesis which is entitled **THE IMPROVEMENT STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY APPLYING CONTEXTUAL TEACHING LEARNING TO THE SEVENTH GRADE STUDENTS AT SMPN 2 LANGSA.**

B. Problem of the Study

Based on the result of the interview to the English teacher at SMPN 2 Langsa, the writer found some students have difficulties in writing descriptive text. Therefore, the writer tries to do the research to answer the problem of the study "Does contextual teaching learning improve students' ability in writing descriptive text or not at SMPN 2 Langsa?"

C. Purpose of the Study

Based on the problem of the study above, the writer tries "to investigate the improvement of the students' ability in writing descriptive text in using Contextual Teaching and Learning at SMPN 2 Langsa."

D. Significance of the Study

After getting the result of the research, the writer tries to offer the significances of the study to the reader. The writer divides the significance of the study in theoretical and practical. The significances of the study consist of:

a. **Theoretical Significance**

The writer hopes the result of the research can be a good input for the English teachers to improve students' ability in writing descriptive text.

b. **Practical Significance**

1. This study is expected as additional information for the further researcher who wants to do a research with the same topic.

2. This study is expected to provide information on students' writing descriptive text by using Contextual Teaching and Learning (CTL).

E. Hypothesis

According to Arikunto hypothesis is "a prediction of the result of research that must be checked the truth by doing the research".[3] A hypothesis is a type of prediction found in many experimental study. It is a statement about what we expect to happen in study. In research report there are two types of hypotheses, research hypotheses and null hypotheses. The null hypotheses often written as H_0 is a neutral

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[3]Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*.(Jakarta: Rineka Cipta, 2002), P. 127.

statement used as a basis for testing. [4]Based on the problems of the study above, the hypothesis is as follow :

H_0: The contextual teaching learning does not improve students' ability in writing descriptive text.

H_a: The contextual teaching learning improves students' ability in writing descriptive text.

F. Terminology

To avoid misunderstanding about the research, the writer explains some terminologies in the study. The terminologies are as follow:

a. Writing

Dagher stated that writing is the process of thinking which is performed into paper in the form of writing. The process of thinking included process of having and focus on the idea further, writing needs the effort of thinking continuously for the certain time.[5] It means that writing is the process to develop idea into paper that needs effort to thinking continuously.

b. Descriptive text

Descriptive is a text which describes the characteristic of a person, place, or things. Description text reproduces the way things look, smell, taste, feel, or

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[4] Allison Mackey and Susan Gass, 2005. *Second Language Research Methodology and Design*, (London:Laurence Erlbaum Associated), P, 100

[7].Karper, Erin. 2002. *Writing a Thesis Statement*. (http://owl.english.purdue.edu/handouts/print/) Articel internet accesed on 7 april 2011

sound: it may also evoke moods, such as happiness, loneliness or fear.[6] It means that descriptive text is the text which describes place, people, other thing with include characteristic within such as look, smell, taste, feel, or sound, happiness, loneliness or fear.

c. Contextual Teaching Learning (CTL)

Contextual Teaching Learning is a concept of study which help teacher to relate between the real life situation and topic of the study and to motivate students to make the correlation between their knowledge and the application in their life as a family member, citizen and employee. [7] It can be concluded that Contextual Teaching Learning (CTL) is the concept of the teaching learning process usually used by teacher to relate between the real life situation and the materials of study.

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[6] Wishon, George E and Julia M. Burks. *Let's Write English , Revised Edition*. (USA: american Book Company ESL/EFL publications.,1980), P. 379

[7] Trianto, *Mendesain Model Pembelajaran Inovatif Progresif*, (Jakarta: Kencana, 2011), P. 105