THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD IN TEACHING DESCRIPTIVE PARAGRAPH AT MA MA'ARIF KLEGO PONOROGO

THESIS

By

WAHYU SAFITRI

NIM. 204180148

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INTITUTE OF ISLAMIC STUDIES PONOROGO

OCTOBER 2022

ABSTRACT

Safitri, Wahyu. 2022. *The Implementation of Contextual Teaching and Learning (CTL) Method in Teaching Descriptive Paragraph at MA Ma'arif Klego Ponorogo*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor: Dr. Tintin Susilowati, M.Pd.

Key Words: Writing, Contextual Teaching and Learning (CTL), Language Features, Descriptive Paragraph

Writing is not only about skills, but also about how a writer can encourage or expand thoughts and ideas, and how to motivate oneself in communicating with others through writing. CTL is a method that involves the students finding out the material and relating it to actual conditions. Language features are a very complex and broad topic because language features are very important in the life of a writer. In this language features, it consists of linking verbs, adjectives, and tenses. A descriptive paragraph is a collection of several sentences that convey a different message from one person, place, or thing. Descriptive paragraphs are characterized by sensory details, which attract the attention of the physical senses, and details that appeal to the emotional, physical, or intellectual sensitivity of the reader.

This study aimed (1) to find out the application of the CTL method in teaching descriptive paragraph focused on language features, (2) to find out the advantages of teaching descriptive paragraph focused on language features by applying the CTL method, and (3) to find out the disadvantages of teaching descriptive paragraph focused on language features by applying the CTL method.

To answer the questions above, this research was designed using a qualitative approach and descriptive qualitative design. In this study, the writer is present as a research instrument, where the writer plays an active role as an interviewer, observation, and documentation that is used to collect data related to the use of CTL. The location of this research was carried out at MA Ma'arif Klego, and the writer examined the tenth-grade IPA MA Ma'arif Klego which consisted of 18 students. The data collection procedure used consisted of interviews, observations, tests, and documentation. The results obtained by the writer during the research, the writer obtained data stating that there were very significant changes experienced by the students after using the CTL method in writing lessons and the student's language features experienced an extraordinary increase compared to before the use of the CTL method, this can be seen in the student assignments and student grades. The advantages obtained after applying the CTL method are that the students become much more active, creative, and critical, and the students can express opinions about what think. The teachers also become helped after the implementation of this CTL method, because the teacher's task becomes lighter unlike before the implementation when the teachers tend to be active and the students are passive. Not only that, as for the disadvantages in the application of this CTL method, which requires a lot of time, because limited time is not possible if the question and answer process at the end of the lesson can be achieved with the limited time available. So, from that statement, it can be concluded that the use of the CTL method is very suitable for teaching writing skills to improve the students' language features and the students' creativity levels, allowing the students to express appreciation and inspiration. However, in using the CTL method there are several advantages and disadvantages of each. To prevent failures in using the CTL method, the teachers must first learn the use of the CTL method.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name   : Wahyu Safitri

Student Number   : 204180148

Faculty   : Tarbiyah and Teachers Training

Department   : English Education

Title   : The Implementation of Contextual Teaching and Learning (CTL)

                          Method in Teaching Descriptive Paragraph at MA Ma'arif Klego

has been approved by the advisor and is recommended for approval and accepted.

Advisor

Dr.Tintin Susilowati, M.Pd.
NIP.197711162008012017

Ponorogo, 27th September 2022

Acknowledged by

Head of English Education Department of

Tarbiyah and Teachers Training Faculty

State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M.Pd.
NIP. 198707202011012007

iii

This is to certify that Sarjana's thesis of:

Name   : Wahyu Safitri

Student Number   : 204180148

Faculty   : Tarbiyah and Teachers Training

Department   : English Education

Title   : The Implementation of Contextual Teaching and Learning (CTL) Method in

                             Teaching Descriptive Paragraph at MA Ma'arif Klego Ponorogo

Has been approved by the board of examiners on

Day   : Monday

Date   : 24th October 2022

and has been accepted as the requirement for the degree the sarjana in English Education on:

Day   : Monday

Date   : 31st October 2022

Ponorogo, 31st October 2022

Certified by

Dean of Tarbiyah and Teacher Training

State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir, Lc, M.Ag.

NIP. 196807051999031001

Board of Examiners

1. Chairman   : Dra. Aries Fitriani, M.Pd.   (   )

2. Examiner I   : Dr. Dhinuk Puspita Kirana, M.Pd.   (   )

3. Examiner II   : Dr. Tintin Susilawati, M.Pd   (   )

SURAT PERSETUAN PUBLIKASI

Yang bertanda tangan dibawah ini:

Nama	: Wahyu Safitri
NIM	: 204180148
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi/Tesis	: The Implementation of Contextual Teaching and Learning (CTL) Method in Teaching Descriptive Paragraph at MA Ma'arif Klego

Menyatakan bahwa naskah skripsi/tesis ini telah diperiksa dan disahkan oleh Dosen pembimbing.

Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id.** Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggungjawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 15 November 2022

Penulis

Wahyu Safitri
NIM. 204180148

PERNYATAAN KEASLIAN TULISAN

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama	: Wahyu Safitri
NIM	: 204180148
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Implementation of Contextual Teaching and Learning (CTL) Method in Teaching Descriptive Paragraph at MA Ma'arif Klego Ponorogo

Dengan ini, menyatakan dengan sebenarnya bahwa saya telah menempuh dan telah dinyatakan lulus semua mata kuliah.

Demikian surat ini saya buat dengan penuh tanggungjawab. Apabila dikemudian hari terbukti atau dapat dibuktikan pernyataan ini tidak benar, maka saya bersedia menerima sanksi yang sesuai dengan ketentuan yang berlaku.

Ponorogo, 27 September 2022

Mengetahui,

Kepala Jurusan Tadris Bahasa Inggris

Yang Membuat Pernyataan

Dr. Dhinuk Puspita Kirana, M.Pd.
NIP. 198305262011012007

Wahyu Safitri
NIM. 204180148

TABLE OF CONTENT

This chapter consists of the research background, research focus, research questions, research objective, the significance of the study, and the organization of the thesis.

A. Background of the Study

In the era of globalization, the progress of communication technology is growing rapidly, so language can be said as a communication tool that plays an important role. In developing countries, English has a very important influence as a means of communication with foreign speakers. Communicating is not only done verbally but in writing it can also be said as communication. Therefore, in addition to speaking skills, it is necessary to have mastery of writing skills.

In daily life, a person is involved in oral and written communication. This can automatically be said as an automatic way that can activate discourse competence, which means that listening, speaking, reading, and writing skills are interrelated. This shows that English language skills are indispensable in mastering the language.

Writing in English is a very difficult skill because, in writing skills, the students must have other skills as components to support writing skills such as vocabulary, grammar, spelling, language features, etc. The use of teaching materials that are already available in schools is sometimes not by the context in which the students learn. For that, it takes creativity from English teachers to create teaching materials that are suitable for the learning environment.

Language is not knowledge, but rather a skill that must be practiced. However, mastering writing skills takes time and practice. Writing skills are also influenced by other skills such as listening, speaking, and reading. Writing skills can be a benchmark for English language skills. Someone who can write in English well and correctly often has good English skills as well.

In English lessons, four skills must be mastered by the students, one of which is writing skills. Of the four skills, writing is the most difficult skill because, it involves three factors, namely psychological, linguistic, and cognitive problems.

Many students have difficulty with English writing skills because, according to them, English lessons are very difficult lessons to understand. This is due to the lack of the student's understanding of vocabulary, grammar, language features, etc. This is what causes the students to tend to experience many obstacles in writing English when asked to write sentences in English form. Difficulties like this are often experienced by them when English lessons take place in classes.

This English language difficulty is also often experienced by the tenth-grade IPA MA Ma'arif Klego students. From the statement given by the English teacher who stated that the students' biggest difficulty was when asked to make sentences in English, the difficulties experienced by the students were in the use of grammar, use of tenses, lack of vocabulary mastery, etc. Face a lot of difficulties in translating writing into English. This is what causes students to be confused in identifying the problems faced in using language features.

Language features are characteristics of certain types of grammatical rules and certain types of vocabulary.[1] In line with that, Knapp and Watkins say that language features are elements that make one type of text different from another. That is, linguistic characteristics are attributes that must exist in a text so readers can know what type of the text.[2] In writing sentences in English, the students also need to know what type of text is writing. This type of text consists of linking verbs, adjectives, present tenses, etc. Linking verbs are factual verbs not talking about actions but turning to adjectives (other phrases) that give us more information about the subject.[3] Adjectives are words that are used to make nouns specific. PreseThe presente

[1]Bella Putri Mendale, Endang komariah, and Siti Sarah Fitriani, "Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text," Research in English and Education (READ), (December, 2019), 184.

[2]Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing* (Australia: UNSW Press, 2005), 17.

[3]Perfect English Grammar Linking Verb, (Online), (https://www.perfect-english-grammar.com/linking-verbs.html, accessed January 28, 2022).

consists of two tenses in English, namely past and present. The present tense is used to talk about the present and talk about the future, while the past tense is used to talk about the past.[4]

Students' understanding of the use of language features can be said to be very low. This is often seen when the students are asked by the teacher to make an English sentence. This lack of understanding causes the students to find it difficult. Even think that English lessons are very boring lessons, many words are difficult to understand, and from writing to pronunciation also tend to be different. This is what causes the students to become less confident, besides that the students are also minimal in the use of verbs, language structures, conjunctions, adjectives, present tense, etc. Due to this lack of understanding, the students tend to think cannot do it.

This happens because of the lack of creativity of a teacher in applying suitable learning methods for the students in teaching in the classroom. The students tend to be lazy, and always feel bored with monotonous teaching methods. To overcome the problem of the student's lack of understanding of English lessons, of course, the teacher must find the right solution so that the students can easily understand the learning material provided. There are lots of learning methods that can be used by the teachers in teaching to make it look more attractive to the students learning such as methods using various learning methods such as conventional learning, discussion, question, and answer, contextual, etc.

From the observations that have been made, the writer found the basic problem of the reasons why the students tend to be lazy, it turns out that this is because the learning process get from the learning process given by the teacher seems very monotonous, and of course cannot generate the student participation. in the ongoing learning process. This is also supported by the statement of tenth-grade IPA MA Ma'arif Klego who said that the learning model provided by the teacher tends to be monotonous, and the teacher also rarely invites the students to interact. After knowing these problems, the writer finally found the best solution to overcome these

---

[4] Present Perfect | LearnEnglish, (Online), (https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/present-perfect., accessed February 1, 2022).

problems. Then, the writer began to look for what kind of learning method is suitable so that the students can participate and can be much more active than the learning method given by the previous teacher.

Finally, the writer found the best solution to solve the existing problems, namely, the writer found one method that is very suitable to be used in teaching English, namely using a Contextual Teaching and Learning (CTL) method. Previously, it was the teacher who had such a big role or it could be said as a teaching center method, only the teacher seemed active and the students just followed it without having to be actively involved in the learning process. But here in the CTL method, the teacher's task is only to provide a few points regarding the material to be taught, then the students develop the material, and the teacher supervises the students so that the students do not deviate from the material provided. CTL method is a concept that connects the student learning content with the context in which the content can be used.[5] CTL is one of the educational concepts that can be applied both in terms of approaches, methods, and even techniques in learning English with the student-oriented learning paradigm that aims to help the students get meaningful teaching and learning experience, and connect it directly to everyday life. Real activities involve interrelated pedagogic techniques that present an active, innovative, creative, and fun process of teaching and learning activities.

CTL is an integration of many teaching techniques. Therefore, teachers must have thorough preparation in applying the CTL method as an English teaching approach. In other words, in implementing CTL teachers must be creative, innovative, and flexible.[6] Creativity or creativity is an active process that must be involved in innovation. It is a learning habit that requires specific skills and an understanding of the context in which creativity is applied. The creative process is at the heart of innovation and often the words are used interchangeably.

---

[5]Rahmad Risan, Hasriani, and Maemuna Muhayyang, *"The Implementation of CTL Method in Teaching English to the Students of MAN 1 Enrekang,"* Journal of Language and Literature (October, 2021), 125–134.

[6]Alfian, *"Contextual Teaching and Learning (CTL) Approach in English Teaching: Its Advantages and Disadvantages,"* Jornal Eduscience (February, 2019), 60.

Innovation can be broadly thought of as a new idea, a new way of looking at things, a new method, or a product that has value. Innovation contains the idea of output, to produce or do something different, to make something happen, or to implement something new. Innovation almost always involves hard work, perseverance and persistence are required because many good ideas are never followed and developed.[7] Flexible or flexibility is a process that can adjust to the abilities, desires, and needs. This is also adjusted to the experiences experienced by the students so that students do not only act as objects but the students also experience the learning process so that the learning process can be meaningful.

If in the previous method, teachers tend to be more active than the students, in this CTL method, the students are required to be active. Where in this CTL method, there are several components such as constructivism (the foundation of thinking), asking questions, inquiry (observation), learning community (group work), modeling, reflection (re-ordering between events or events), and authentic assessment (the process of collecting data provide an overview of student learning development).

The difference between this CTL method and the previous method tends to have a lot of differences. If in the previous method the teacher tends to be more active than the students, this is inversely proportional to the use of the CTL method, where the students tend to be active in the classroom. The use of this method has a very good influence on the student learning system, this can be seen in the process of applying this CTL method in the classroom, and creativity level is getting better and better. So that the errors in writing that previously tended to be many, finally slowly began to decrease, and this also became a big enough influence on the value of their daily assignments. The advantages of using this CTL method are that it provides opportunities for the students to explore the potential of the students in the learning process in the classroom, the students are required to think critically and creatively in collecting data, etc.

---

[7]Michael O'Sullivan, *Developing the Cambridge Learner Attributes* (Cambridge Assessment International Education, 2011), 53.

The difference between this CTL method and the previous method tends to have a lot of differences. If in the previous method, the teachers tend to be more active than the students, this is inversely proportional to the use of this CTL method, it is the students who tend to be active in the classroom. The use of this method, has a very good influence on the student learning system, and this can be seen in the process of applying this CTL method in the classroom, and the level of creativity is getting better and better. So that the errors in writing that previously tended to be a lot finally slowly began to decrease, and this also became a fairly rapid influence on the value of the daily assignments.

With the use of this CTL method, it can be said that the method is suitable for teaching descriptive paragraph. Where in this descriptive paragraph, the students are required to hone motoric system to hone level of creativity. Descriptive paragraph are interesting and very detailed notes about a particular subject. It can be a person, event, place, or object. Paragraphs written in this style include descriptions, opinions, comparisons, sensory and personal perceptions about the chosen subject.

Several previous studies discuss the use of the CTL method in the process of learning writing skills. First, the research conducted by Haerazi under the title Practicing Contextual Teaching and Learning (CTL) Approach to Improve Students' Reading Comprehension about Motivation, in this research stated that acquiring reading skills were increasing along with the students' need to acquire reading skills and information. The research stated that CTL is a contextual teaching and learning approach that is reflected in a student-centered approach. CTL is a theory based on the idea that learning can only occur when the students can make connections between content and context. In his book, Hosnan states that by connecting content and context from inside and outside the classroom, the learning process becomes more relevant and meaningful for students. Therefore, this research was conducted to improve the students' reading comprehension in terms of the level of motivation by using a Contextual Teaching Learning approach (CTL) at SMPN 1 Jonggat. For this reason, classroom action research is

applied which consists of two cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection. The subjects of this study were the students of class VIII SMPN 1 Jonggat, while the object of the research was to use the CTL approach to improve the students' reading comprehension about motivation. Observation sheets, questionnaires, and reading tests were also used for the data collection process. The results showed that the use of the CTL approach was very effective in improving the student's reading comprehension and learning motivation. The results obtained by the students are very good compared to before the application of CTL. Meanwhile, the student's learning motivation is classified as high as evidenced by the percentage of the student's learning motivation at standard values. Thus, it can be concluded that the contextual approach (CTL) can increase the student's learning motivation and reading comprehension.[8] So, from the research conducted by Haerazi regarding the use of CTL as an influence on the level of students' understanding, the writer is here to try to do this method with the aim of the implementation of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features at MA Ma'arif Klego.

Second, this research was conducted by Rahmad Risan with the title The Implementation of CTL Method in Teaching English to the Student. This research stated that most of the teachers who teach at this school have applied the CTL method in teaching English. In applying this CTL method, it is necessary to master the seven elements contained in the use of this CTL method such as constructivism, inquiry, modeling, reflection, learning community, questioning, and authentic assessment. However, not all of the seven elements are applied by the teacher, and it is realized immediately when the observation is carried out. The teacher only applies five of the seven elements. While two elements have not been applied, this is due to time constraints in the learning process. And not only that, but he also explained the CTL method, and wrote that the contextual approach is a concept that involves connecting the students learning content

---

[8]Haerazi, Zukhairatunniswah Prayati, and Rully May Vikasari, *"Practicing Contextual Teaching and Learning (CTL) Approach to Improve Students' Reading Comprehension in Relation to Motivation,"* Jounal of English Education (December, 2019), 139-144. https://uniku.ac.id/index.php/ERJEE.

with the context in which the content can be used. Connecting content to context is an important part of bringing meaning to the learning process. CTL helps the students find meaning in studies by connecting academic material to the context of the daily lives. Make significant connections that generate meaning by practicing independent learning, collaborating, thinking critically and creatively, respecting others, achieving high standards, and participating in authentic assessment tasks. CTL is a teaching concept that helps the teachers relate subject matter content to real-world situations and motivates the students to make connections between knowledge and its application in life as family members, citizens, and workers and engage in the hard work required for learning. This study uses a qualitative descriptive method in which data is collected and analyzed qualitatively by providing an overview of the phenomena or facts found in the field. Based on the results of the study, it was found that the application of the CTL method in learning English has not been fully implemented, due to time constraints.[9] So, from the research conducted by Rahmad Risan regarding the use of CTL has an influence on the level of student understanding, the writer is here to try to do this method with the aim of implementation of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features at MA Ma'arif Klego.

Third, this research was conducted by Susiloroni Tiningsih with the title The Implementation of CTL Method in Teaching English to the Student. This research stated that writing is one of the things that the students are less interested in, and this often gets a bad response. Therefore, the researcher tries to improve the renewal of the students' argumentation paragraph writing through the CTL method which is characterized by qualitative and quantitative methods. The contextual learning approach (CTL) is an alternative to argumentation paragraph learning so that the students are expected to be more interested in writing some ideas. CTL approach is a conception to find out the situation and motivation of

---

[9]Rahmad Risan, Hasriani, and Maemuna Muhayyang, *"The Implementation of CTL Method in Teaching English to the Student,"* Journal of Language and Literature (October, 2021), 125-134. https://journal.unnes.ac.id

each student who can connect knowledge and experience in his life. CTL is an approach that allows the students to strengthen, expand, and apply the knowledge and skills have acquired in various subjects both at school and outside of school. CTL has seven components, namely constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment. The data collection technique in this study was carried out so that each student could obtain the process of writing argumentative paragraphs, using two cycles (cycle I and cycle II). From the two cycles, the researchers got the results that the students can learn paragraph argumentation strategies with the CTL approach. This approach is an alternative to argumentative paragraphs, so it is hoped that students are more interested in writing and are expected to be able to develop the concept of writing skills in cycles I and II. This study aims to develop new methods and strategies in learning to write to make students more creative and not easily bored in honing writing skills.[10] So, from the research conducted by Susiloroni Tiningsih regarding the use of CTL has an influence on the level of student understanding, the authors are here to try to carry out this method with the aim of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features at MA Ma'arif Klego.

From the discussion that has been stated above, the use of CTL has a very positive influence on both the teachers and the students. The application of the CTL method also invites students to the creativity of writing skills.

In this study, the writer decided to use the CTL method to improve the students' writing skills. The writers believe that this research can be useful as a contribution to the success of the English teaching and learning process. From some of the descriptions above, the writer is interested in researching topics related to this problem. The writers decided to conduct research

---

[10]Susilorini Tiningtyas, Yuniarsa, and Sherlinda Octa, *"Writing Skills Enhancment Using The Contextual Teaching Learning (CTL) Approach in Jayapura,"* International Journal of Business, Economics and Law, Vol.5, Issue 2 (December 2014), 19–21.

entitled **"The Implementation of Contextual Teaching and Learning (CTL) Method in Teaching Descriptive Paragraph at MA Ma'arif Klego Ponorogo."**

B. Research Focus

The research focuses on how to teach descriptive paragraph using the CTL method focused on language features for the tenth-grade IPA MA Ma'arif Klego Ponorogo.

C. Research Questions

1. How is this application of the CTL method in teaching descriptive paragraph focused on language features?

2. What are the advantages of teaching descriptive paragraph focused on language features by applying the CTL method?

3. What are the disadvantages of teaching descriptive paragraph focused on language features by applying the CTL method?

D. Research Objectives

1. To find out the application of the CTL method in teaching descriptive paragraph focused on language features.

2. To find out the advantages of teaching descriptive paragraph focused on language features by applying the CTL method.

3. To find out the disadvantages of teaching descriptive paragraph focused on language features by applying the CTL method.

E. Significances of the Study

1. Theoretically, this research is expected to be a new source ofthe information in the implementation of Cthe TL method in teaching descriptive paragraph focused on language features.

2. Practically, this research is expected to help provide solutions to the teachers so that the learning system in the classroom can be much more fun and less monotonous for the students. For the students, with this research, the writer wants to invite the students to study together using a method that has never been used before. For the writer, this research, hopefully, can be something useful and can be used as a reference for future research when conducting research directly in the field. For the students majoring in English, this research, hopefully, can be useful for many people and can hone the basic skills of English that have been obtained in lectures.

F. Organization of the Studies

This research includes many parts that explain the research planning. The organization of the thesis is formulated into:

CHAPTER I : Introduction

This chapter consists of the research background, research focus, research questions, research objective, the significance of the study, and the organization of the thesis.

CHAPTER II : Previous Study and Literature Review

This chapter consists of several explanations regarding the title that discusses the implementationthe of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features, and there is also a discussion of previous research in chapter II of this.

CHAPTER III : Research Method

This chapter consists of the approach and type of research, the presence of writers, research locations, data and data resources, data

collection procedures, data analysis techniques, and checking the validity of the data.

CHAPTER IV   : Result and Discussion

This chapter consists of results and a discussion containing the data and research findings. This chapter is very important because the writer analyze the data that has been obtained, and it illustrates that the writer must present his findings and give meaning to his findings in a general context.

CHAPTER V   : Conclusion and Suggestions

This chapter consists of conclusions and suggestions for further research so that it can run well.
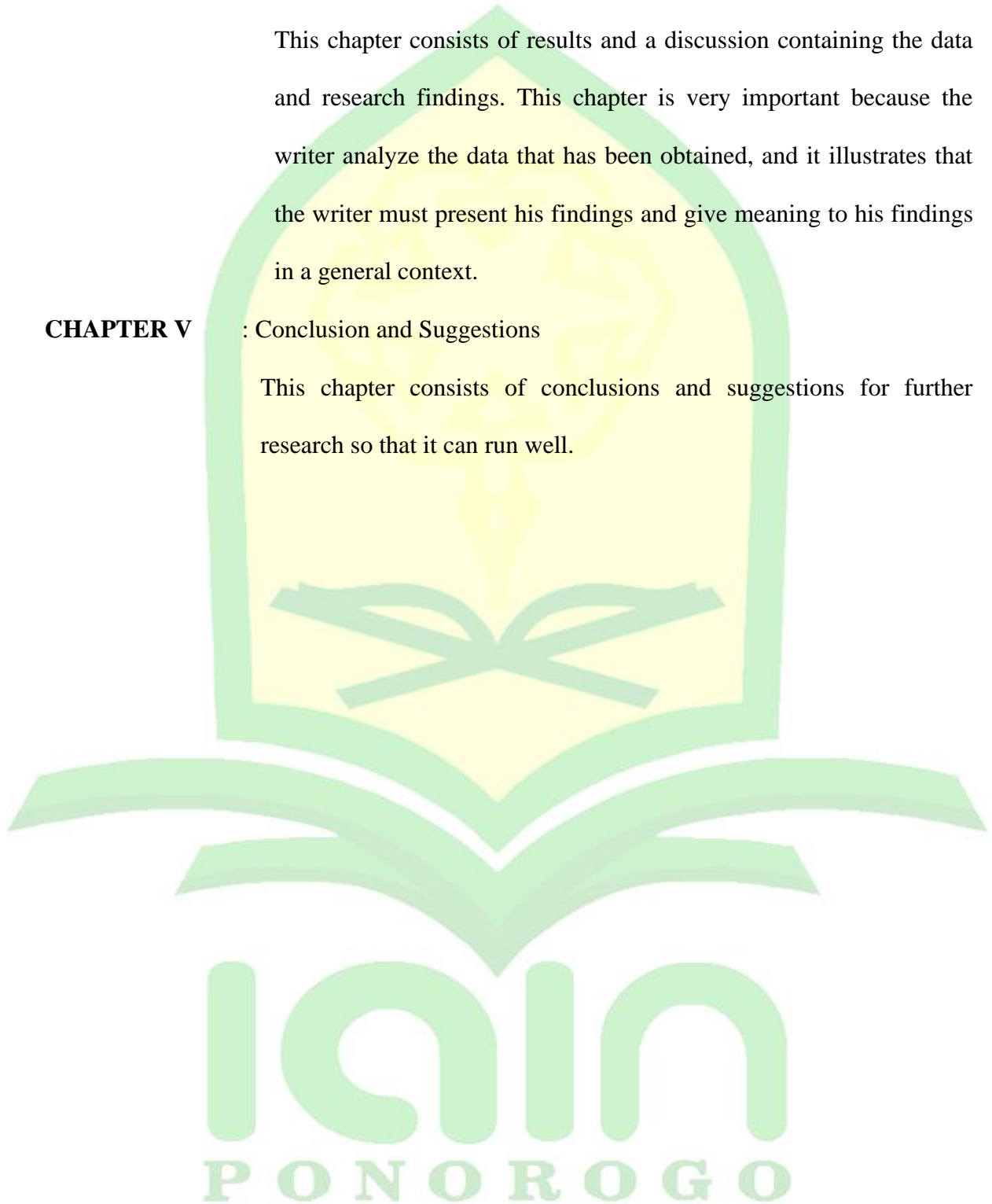
CHAPTER II

PREVIOUS STUDY AND LITERATURE REVIEW

This chapter consists of several explanations regarding the title that discusses the implementationthe of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features, and there is also a discussion of previous research in chapter II of this.

A. Review of Related Literature

1. Writing

a. Nature of Writing

Students must have four types of skills in English lessons, namely writing, listening, reading, and speaking. Discussing the four skills, of course, the four skills are interrelated. However, in this study, the writer wanted to discuss one of these skills the students writing skills.

Writing skills in English is the most difficult skill because, in writing, the students must have other skills such as vocabulary, grammar, spelling, etc. Writing is an activity both in the form of short writing and in the form of long paragraphs.[1] Writing provides opportunities for the students to have home creativity by honing abilities through writing skills, and also have more time to think than when speaking.[2] In other words, writing is an idea in expressing ideas by using written language as a medium to convey the writer ideas.

Quoted from the book entitled *"Adversative and Concessive Conjunctions in EFL Writing Corpus-based Description and Rhetorical Structure Analysis,"* Writing in English has always been difficult for ESL/EFL students because the students have to

---

[1]Jeremy Harmer, *How to Teach English* (UK: Pearson Education Limited, 2007), 112.
[2]H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pendadogy* (US: Pearson Education Inc., 2007), 326.

achieve the writing progress that has been made by the author. It, not only has grammatical accuracy at the clause level but also semantic unity at the next level.[3]

The quote from the book explains that writing in English has always been a very difficult task for students because the students tend to have difficulty understanding English texts. However, this always requires the students to like or even do something do not want.

Inspired by some of the conceptual elements presented at a workshop on writing skills, the writer named Atell highlighted the process of writing skills. The students should be given sufficient time to work through each stage of writing skills. After outlining an idea, the students should write a list of concepts or bullet points and then share it with the readers for viewing. Then, revise the initial work based on feedback received from co-authors.[4]

From the explanation above, it can be explained that several important points must be understood by the students, in writing skills. These points are made to understand the meaning. Not only that, writing certainly takes a long time, this is because when outlining ideas, drafting concepts must be following the wishes of the writer. For example, if the writer wants to write about English writing skills, of course, the writer must understand what important points are related to writing skills. Then, the writer begins to write according to the points made. After that, the writer must repeatedly read the results of the writing whether it is following the points made and then distribute it to readers to get a good response from the writing that has been made. Then, after getting a response back, the writer must revise the words that are not appropriate that have been conveyed by the reader. As Raimes says, writing usually takes effort because the writer thinks about how

---

[3]Yan Zhang et al, *Adversative and Concessive Conjunctions in EFL Writing Corpus-Based Description and Rhetorical Structure Analysis*, EBook (Shanghai, China: Springer, 2021), 1. https://doi.org/10.1007/978-981-15-7837-3.

[4]Anne Burns and Joseph Siegel, *International Perspective on Teaching the Four Skills in ELT: Listening, Speaking, Reading, Writing* (UK: Palgrave Macmillan, 2018), 195.

to combine and structure sentences and re-read what has been written. There are several interrelated components, namely content, organization, grammar, syntax, word choice, purpose, number of readers, and the writing process.[5] Writing is not only about skills, but also about how the writer can encourage or expand thoughts and ideas, and how to motivate themselves in communicating with others through writing. In addition, the writing makes the writer minds work, turns the writer thoughts into words, and allows the writer to develop and encourage new ideas in writing.

Writing skill is one of the language skills and is an activity related to thinking and expression skills. Although writing skill is one of the four language skills that cannot be separated from other language skills, such as listening, speaking, and reading. The four language skills complement each other. As in the 2006 curriculum for the students studying English in secondary schools, it is stated that one of the objectives of learning English is to develop oral and written language achievement.[6] So, in every writing process, the writer must fulfill every step contained in the writing process.

The purpose of this explanation is that it can be said that writing skills are skills that must be possessed by students. In other words, writing skills are complementary to other English skills as a written communication tool.

b. Purposes of Writing

The purpose of writing refers to the reason why a writer wrote the work. The writer needs to determine and identify the purpose of the writing early on. Knowing the purpose of writing can help us more easily organize ideas in writing and keep writing on track following the writer purpose of writing. Dietsch also wrote about the purpose of writing, there are three writing objectives describing the type of the students writing consisting of informative, expressive, and persuasive.

---

[5]Ann. Raimes, *Technique in Teaching Writing* (New York: Oxford, 1983), 1.
[6]Sitti Hamsina S, "*Increasing Students' Motivation on Learning Writing Skills Through Inquiry Approach,*" (June, 2020), 36.

Informative writing is to provide information, ideas, knowledge, or direction. Examples of informative writing include describing events or experiences, analyzing concepts, speculating about cause and effect, and developing new ideas. Expressive writing is to express the writer feelings, experiences, and opinions. This type of writing also has the aim of entertaining the reader. It can be said that expressive writing is related to the writer expression expressed in the story. Persuasive writing is to persuade or convince the reader that the writing is factual and trustworthy.[7] Each component involved in every writing process, of course, has its role in the writing process that the writer carries out. So, before starting the writing process, it would be a good idea for the writer to prepare an outline of the writing.

Based on the explanation above, it is said that the writer must first determine the main goal before continuing to write. The writer must focus on the writing that is written. This is very influential on the use of the language created. So, the purpose of writing can be said to be something very important in the formation of writing.

c. Types of Writing

Before doing any writing, it would be a good idea to get to know some types of writing in English. The types of English writing consist of:

1) Narration

The narrative is writing that tells a story, using methods to develop the existing plot in a story. When the writer uses this method of writing development, intends to tell the reader about something that happened and how it happened. The stories or ideas in the narrative are arranged chronologically, starting from the beginning to the end.

---

[7]Anggun Wicaksono, "Improving Student's Ability in Writing Recount Text Through Contextual Teaching and Learning Approach at The Second Grade Student of XI Exact 1 of SMAN 2 Palopo" (Thesis, Makassar, Islamic State University of Alauddin Makassar, 2016), 10-11.

2) Description

The description is writing that tries to create a picture in the mind of the reader. When a writer uses this method to write, intends to make the reader aware of what it looks like, sounds, smells, terrain, or what it looks like. When the writer uses description mode, then recreates something so that something is felt by the five senses or made in the imagination.

3) Exposition

Exposition is writing that informs or explains. When a writer uses exposition, means that the reader understands something that is informed or explained more clearly when finished reading of writing. Exposition or expository writing is informative writing, which is designed to explain or clarify facts and ideas.

4) Argumentation

Argumentation is writing that tries to convince others of something. When a writer uses an argument to write, means to convince the reader to believe something, have a certain attitude about an issue, feel a certain situation, or do something.[8]

From the description of the types of writing, it turns out that four types of writing must be understood by a writer, such as narrative, description, exposition, and argumentation. Each type of writing certainly has its purpose. Each of these goals will certainly describe the form of writing that will be determined by an author. Not only that, the type of writing that must be known and understood by a writer is contained in the 2013 curriculum.

There are also five types of texts based on the 2013 curriculum that must be studied such as procedure texts, recount texts, narrative texts, report texts, and descriptive texts as follows:

---

[8]Anggun Wicaksono, "Improving Student's Ability in Writing Recount Text Through Contextual Teaching and Learning Approach at The Second Grade Student of XI Exact 1 of SMAN 2 Palopo" (Thesis, Makassar, Islamic State University of Alauddin Makassar, 2016), 13-14.

1) Procedure Text, is a text designed to describe how something can be achieved through a sequence of actions or steps.

2) Recount Text, is a text that retells events or experiences that occurred in the past or the past, then retells them.

3) Narrative Text, is a text that connects a series of logically and chronologically related events caused or experienced by factors or events.

4) Report Text, is a type of text written by a person or group of people to announce the results of an investigation or to announce something to the writer.

5) Descriptive Text, is a text that says what someone or something looks like. Its purpose is to describe and express a particular person, place, or thing.[9]

So, from the explanation above, it can be said that there are many types of texts. It can be said that in writing, someone is directed in detail at various stages where must be able to understand in detail what is needed in making writing. One of them is the type of text. The type of text is the third stage before someone starts the writing process. As quoted several procedures must be studied before the writer carries out the writing process, and the types of texts are procedural text, recount text, narrative text, report text, and descriptive text. After the writer understands and knows what type of writing to write.

d. Components of Writing

Several aspects must be understood in making an article, especially for a writer. As stated in Heaton's book, there are several aspects that every writer must have, including the following:

1) Content

The content of the writing must be clear to the reader so that the reader can understand the message conveyed and get information from it. To have content in

---

[9]Bella Putri Mendale, Endang komariah, and Siti Sarah Fitriani, *"Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text,"* (December, 2019), 184-185.

writing, the content must be well put together and finished. This term is usually recognized as the unity and completeness that are the hallmarks of good writing.

2) Organization

In organization, the writing is related to the way the writer composes and organizes an idea or message in writing. This organization contains materials that include coherence, order of importance, and general-specific, specific-general, chronological order that occurs from beginning to end.

3) Vocabulary

Effective use of words can produce good writing. To express ideas always deal with vocabulary. A lack of vocabulary makes it difficult to express an idea in writing.

4) Language use

The use of language in writing descriptions and other forms of writing involves correct language and language features. Adequate language features must be able to produce suitable language features.

5) Mechanics

There are two parts to the mechanics of writing, namely punctuation and capitalization. Punctuation is very important which is used to clarify meaning in English as well as the use of capital letters.[10]

From the explanation above, it can be said that several aspects must be understood by the writer in making writing, such as content, organization, vocabulary, language use, and mechanics of writing. So, it can be said that these five aspects are related to each other, and this can give direction to a writer in giving direction to the results of his writing.

---

[10]J. R. Heaton, *Writing English Language Tests New Edition* (London: Longman, 1988), 1-12.

e. Parts of Paragraph

In writing English paragraphs, in general, there are three parts that a writer must know before starting the writing, the three parts are the main idea, supporting sentences, and conclusion sentences.[11] For each section in a paragraph is as follows:

1) The main idea is the main sentence in a paragraph or can be said as an introductory paragraph (paragraph idea). This main idea states the main idea of each paragraph.

2) Supporting sentences are sentences that explain more about the topic of the sentence by showing facts, statistics, or examples about the topic.

3) Concluding sentences or conclusion contains the closing sentence, the writer usually restates the topic sentence or summarizes the points in the main paragraph.

So, the explanation above, explains that, before starting to write, it would be good that a writer needs to know what the most important parts are. need to know before doing the writing. In writing a paragraph, of course, three important points must be owned from an article, such as the main idea, supporting sentences, and concluding sentences. This is so that readers can easily understand the main idea, content, and closing sentences of the writing are reading.

f. Writing Process

Good writing must begin with various processes. So, a writer must know how to channel thoughts into writing skills, how to get ideas, how to relate them, how to shape writing, and how to polish the writing so that it can be good work. There are several steps one must have such as pre-writing, drafting, revising, editing, and publishing.[12] The following are the steps that must be met by the writer:

---

[11] *"Paragraphs"* (Online), (https://library.unimelb.edu.au/libraries/bee, accessed May 19, 2022).

[12] Sharon Sorenson, *Webster's New World Student Writing Handbook Fifth Edition* (American: Wiley, 2010), 3.

1) Pre-write

Pre-writing is the stage of getting ready for the writer or it can be said as the initial process which refers to what is done to prepare for the writing process. More than one starts thinking about the topic. If writer wait for the ideas to fully develop, takes a long time. Instead, writer begin by hesitating in speaking, reading, and writing to see what the director wants to do. Pre-writing is perhaps the most neglected stage in the writing process. However, for the writer, it is as important as a warm-up for athletes. In the pre-writing stage, the activities carried out are choosing a topic; considering purpose, form, and audience; and generating and organizing ideas for writing.

2) Drafting

In the process of writing approach, the students write and refine bullet points through a series of lists. During the drafting stage, the students focus on ideas on the paper. Since the writer does not start writing with bullet points already organized minds, start with tentative ideas that are developed through pre-writing activities. The drafting stage is a time to brainstorm ideas, with little attention to spelling, punctuation, and other mechanical errors.

3) Revising

During the revision stage, the writer corrects the writer ideas in the points that have been made. Frequently the students at this stage stop the writing process as soon as have completed the important points, after the ideas have been noted, the writing task is complete. Revising is not just polishing the writing but meeting the needs of the reader by adding, replacing, deleting, and rearranging material. The word revision means "*to look again*", and in this stage, the writer looks at compositions again with their classmates and the teacher helping them. Revising is checking the draft to find errors, omissions, or irrelevant points and after that correcting the text. Revisions

should be made after the first draft is complete so as not to interfere with the flow of writing.

4) Editing

Editing is putting the written work into its final form. Up to this point, the main focus has been on the content of the student's writing. After focusing, and turning to mechanics, students polish writing by correcting spelling and other mechanical errors. The goal here is to make the text "*optimally readable*". Editing means how to correct the writing organization and seeing the wrong words.

5) Publishing

In the final stage of the writing process, the students publish the writing and share them with the right audience. When sharing the writing with a real audience of classmates, other students, parents, and the community, the students begin to think of themselves as writers. How to share writing is that the students read writings to classmates, or share them with a wider audience through hardcovers placed in the class or school library, class anthologies, letters, newspaper articles, plays, film strips, and videotapes.[13]

In conveying ideas, the writer must produce a written work that embodies the truth of form, suitability of style, and unity of theme. That is, writing is one of the language skills that express facts, stories, or ideas by presenting and explaining them clearly, objectively, and in an organized manner in written form. Sipayung states that understanding a written text means extracting the required information from it as efficiently as possible.[14] There are five important qualities of good writing, including:

---

[13] Anggun Wicaksono, "Improving Student's Ability in Writing Recount Text Through Contextual Teaching and Learning Approach at The Second Grade Student of XI Exact 1 of SMAN 2 Palopo" (Thesis, Makassar, Islamic State University of Alauddin Makassar, 2016), 14-17.

[14] R. W. Sipayung, *"Improving Students' Achievement in Reading Descriptive* Text through Reciprocal Teaching Strategy," Bupadest International Research and Critics in Linguistics and Education(BirLE) Journal, (2018), 29–48.

1) Writing must have a focus, meaning that an article must have a clear central idea. Each paragraph should have a clear main point or topic sentence.

2) Writing must have progression, meaning that each paragraph must support the other's central idea of paper tiles. Individual sentences should support the main point of the paragraph.

3) Writing must have unity, meaning that each paragraph in the writing must relate to the main idea. Each paragraph should stay on the main point.

4) Writing must have coherence, meaning that a piece of writing must be organized logically, flow smoothly, and "*stick*" together. In other words, everything in tiled writing must make sense to the reader.

5) Writing must be correct, meaning that it must be written in general correct standard English, with complete sentences, and relatively free from errors.[15]

So, from the discussion, it can be said that the writing process requires a lot of arrangements that must be known before the writer continues the writing process. This is the second stage after writing important points in an article or work. As explained by Sipayung, when someone wants to write, must first understand what type of text he is going to write.

2. Contextual Teaching and Learning (CTL)

a. Nature of CTL

Contextual Teaching Learning (CTL) is a method of learning to be meaningful for the students by connecting it to the real world. It refers to the diverse skills, interests, experiences, and cultures of the students, and integrates them into what and how the students learn and how are assessed. In other words, contextual teaching places learning

---

[15] Puji Hariati, *"Improving Students' Achievement in Writing Descriptive Paragraph Through Teaching Prewriting Stages,"* Budapest International Research and Critics in Linguistics an Education (BirLE) Journal (August, 2020), 1324, https://doi.org/10.33258/birle.v3i3.1172.

activities in schools and learning in real-life and vocational contexts that the students can relate to, which does not only include content, the "*what*" of learning is important.

CTL approach is a concept that involves connecting the students learning content with the context in which the content can be used. Connecting content to context is important for bringing meaning to the learning process.[16] CTL is very effective in developing the students' skills in English lessons.[17] In this case, CTL can be said as a learning strategy that emphasizes the process of full student involvement to find the material being studied and connect it to real-life situations.

Contextual means something related to the local environment, such as home, community, or workplace. Contextualization means creating a connection between the lessons taught in class and what is happening in the real world in the surrounding environment. The students have given a learning "*experience*" in this approach, not just pure thoughts and imagination while sitting in class. Thus, the students are expected to be able to easily relate to lessons, understand them better, and remember them more easily.[18]

CTL method has several teaching strategies, which include content as a critical component. This strategy involves the students in an active learning process. Strategies can be implemented individually or in groups. CTL is a method that involves the students knowing the material and relating it to actual conditions. Therefore, can apply what got in life. CTL motivates the students to take charge of learning and make connections between knowledge and its application to various contexts.[19]

---

[16]Rahmad Risan, Hasriani, and Maemuna Muhayyang, *"The Implementation of CTL Method in Teaching English to the Students of MAN 1 Enrekang,"* LANGUAGE CIRCLE: Journal of Language and Literature (October, 2021), 126.

[17]Intan Satriani, Emi Emilia, and Muhammad Handi Gunawan, *"Contextual Teaching and Learning Approach to Teaching Writing,"* Indonesian Journal of Applied Linguistics (July, 2012), 11.

[18]Ma. Concepcion Montalbo and John Christian Villanueva, *"The Effectiveness of Contextual Teaching and Learning Approach Integrated* with Araling Panlipunan: Implication to Enhance Teaching-Learning Process," INSTABRIGHT e-GAZETTE (May, 2020), 1. www.instabrightgazette. strikingly.com

[19]Rizki Widiyawati, "Improving the Tenth Grade Student's Writing Ability and Active Participation Through CTL (Contextual Teaching Learning) at SMK Darul Falah Ajung Jember in the 2015/2016 Academic Year" (Thesis, Jember, University of Muhammadiyah Jember, 2016), 3.

CTL is defined as a concept that helps the teachers and the students relate meaning and real-world situations to the subject matter in the right way. Context-appropriate material can attract the students' motivation and interest to learn because it can help students enrich knowledge and improve critical thinking in writing. CTL approach is a learning philosophy that emphasizes the interests and experiences of the students.[20]

CTL has been defined differently by many scholars. Some experts define CTL as a concept that helps the teachers and the students relate meaning and real-world situations to subject matter in the right way. CTL is defined as a concept that helps the teachers and the students relate meaning and real-world situations to the subject matter in the right way.[21]

From the explanation above, it is stated that learning using the CTL method can be said to be a method that is very suitable to be used as a learning method used in the classroom, besides that, the CTL method is a concept that involves the students learning content and the context in which the content can be used. Connecting content and context is an essential part of bringing meaning to the learning process in the classroom. This CTL method can also be said to be a method that can motivate students to take charge of learning and make connections between knowledge and its application. CTL can also help the teachers and the students relate meaning and real-world situations to the subject matter in the right way. So, CTL can be said as a learning method that is very suitable for use in the learning process in the classroom.

---

[20]Dedi Sumarsono and Muliani, *"Contextual* Teaching Learning (CTL) Approach in Speaking Materials for Students' 21st Century Skill: Does It Have Any Effect?,"* Journal of English Language Teaching (December, 2019), 101. https://doi.org/10.33394/jo-elt.v6i2.2362.

[21]Dedi Sumarsono and Saiful Amin, *"Contextual Teaching Learning (CTL) Approach Towards Students' Self Confidence in Learning English: Does It Have Any Effect?,"* Cordova Journal (2019), 65. https://journal.uinmataram.ac.id/index.php/cordova.

b. Components of CTL

There are seven main components of CTL, there are constructivism, inquiry, questioning, community learning, modeling, reflections, and authentic assessment. Following are the components of CTL:

1) Constructivism is a teaching philosophy that has made strong inroads among teachers and teacher educators in recent decades. It is based on the premise that pupils actively construct knowledge, rather than receiving it from the teacher. Learning is a search for meaning. The teachers should encourage pupils to construct meaning by structuring learning activities around big ideas and exploration, giving them enough time to explore concepts thoroughly, and connecting new knowledge to what pupils already know.

2) Inquiry is a complex idea that means many things to many people in many contexts. Inquiry is asking, asking something valuable that is related to the topic talked about. Inquiry is defined as seeking truth, information, or knowledge-seeking information by questioning.

3) Questioning is asking and answering questions. Questioning can be viewed as a reflection of each individual's curiosity, whereas answering the question reflects someone's ability in thinking.

4) Learning Community, the result of learning can be gotten from gathering others. The result of learning can be taken from sharing with friends or other groups.

5) Modeling is a verbalization idea, the teacher demonstrates to the students to study, and act the teacher needs to be implemented by the students.

6) Reflections are the ways of thinking about what the students have learned just now and what the students had done in the past. Reflection is a figuration of activity and knowledge that just received.

7) Authentic assessment describes the multiple forms of assessment that reflect the student's learning, achievement, motivation, and attitudes toward instructional-relevant classroom activity.[22]

From the explanation above, it can be said that there are seven important components in the use of the CTL method in the learning process in the classroom. The seven components consist of constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment that must be known especially by teachers start applying this learning method in the classroom. It is intended that the students go through several important components in using this method.

c. Strategies of CTL

There are five strategies in the CTL approach known as REACT. As said by Crawford, and later quoted by Khaefiatunnisa. That the REACT strategy in the CTL approach can help the students increase enthusiasm for learning. The strategy described by Crawford is as follows:

1) Relating is the most powerful element in contextual teaching strategies. It also shows that the students learn in the context of life experiences or pre-existing knowledge.

2) Experiencing means that the students do not have relevant experience or prior knowledge.

3) To overcome obstacles and build new knowledge, experience takes place in the classroom. This strategy is called experience. It can be defined as learning by doing through exploration, discovery, and discovery of several interrelated conditions, the students have no relevant experience or prior knowledge.

4) Applying strategy can be defined as learning by applying concepts to use. The teachers can also motivate the students to understand concepts by providing realistic and relevant exercises.

---

[22]Alfian, *"Contextual Teaching and Learning Approach (CTL) in English Teaching: Its Advantages and Disadvantages,"* Journal Eduscience (February, 2019), 60-61.

5) Cooperating means that the teacher uses the student-led groups to complete exercises or direct activities using cooperative strategies. This strategy refers to learning in the context of sharing, responding, and communicating with other learners.

6) Transferring is a teaching strategy that we define as using knowledge in new contexts or new situations that have not been covered in class.[23]

The meaning of the five strategies above is that the students can look disciplined and look more active in English lessons. The use of the CTL method in learning English helps the students so that does not feel bored with the previous learning method. This CTL method is excellent and suitable to be applied in the English learning process because the students are slowly being challenged by using this method.

d. **Approaches for Implementing CTL**

To implement CTL, various teaching approaches can be used by Berns and Erickson.[24] Five teaching approaches act as important components including:

1) Problem-based learning is an approach that involves the students in the investigation (problem-solving) that integrates skills and concepts from many content areas.

2) Cooperative learning is defined as an approach that organizes instruction using small study groups where the students work together to achieve learning objectives.

3) Project-based learning is an approach that focuses on central concepts and principles of the discipline, engages the students in problem-solving investigations and other meaningful tasks, and allows the students to work independently to build learning.

4) Service-learning is an approach that provides practical application of newly acquired or (developed) knowledge and skills to community needs through projects and activities.

---

[23]Dedi Sumarsono and Muliani, *"Contextual Teaching Learning (CTL) Approach in Speaking Materials for Students' 21st Century Skill: Does It Have Any Effect?,"* Journal of English Language Teaching (December, 2019), 101. https://doi.org/10.33394/jo-elt.v6i2.2362.

[24]Robert G. Berns and Patricia M. Erickson, *An Web-Based System for the Professional Development of Teacher in Contextual Teaching and Learning* (Bowling Green State University, 2001), 1-8. https://www.bgsu.edu/ctl.

5) Work-based learning can be defined as an approach in which workplaces, or like workplaces, activities are integrated with classroom content for the benefit of the students and often businesses.[25]

From the explanations mentioned above, it turns out that this CTL method has several important components that must be met. The teacher's task is to introduce the students to this CTL method and guide the students to understand some of the approaches that must be met be taken. From the several approaches mentioned above, it can be said that the CTL is not only used for problem-based learning but more than that. The approach to this method includes searching for problems, the collaboration between individuals and groups in developing information, as well as finding a way out or a solution to an existing problem, then developing and integrating or adjusting it according to the existing problem.

So that the CTL method approach can be said to be the best method in the learning process in the classroom. This is done so that the students can easily carry out learning activities using the CTL method after being given direction by the teacher regarding the use of this CTL method. This also makes the students interested or even challenged to use the CTL method that has been explained by the teacher, because this can cause the students to be more active in the classroom, unlike the previous learning methods which seem monotonous.

e. **Advantages and Disadvantages of CTL**

As with the use of other learning methods, the use of the CTL method also has advantages and disadvantages that both the teachers and the students cannot avoid, which are as follows:

1) Advantages of CTL

The advantage of using the CTL method as a very meaningful method is when students are required to capture the relationship between learning experiences at school

---

[25]Jauharin Insiyah, "The Use of Contextual Teaching and Learning to Improve Students' Writing Mastery on Short Functional Text" (Thesis, Salatiga, IAIN Salatiga, 2019), 47-48.

and real life. The points below detail the advantages contained in the use of the CTL method in the learning process. These advantages are as follows:

a) Provide opportunities for the students to be active, and explore potthe ential of the students in the teaching and learning process;

b) Guide the students can think critically and creatively in collecting data, understanding an issue, solving problems, and the teachers can also be more creative in applying this method to the students;

c) Guide the students to understand what is being studied;

d) Guide the students in the process of selecting information based on the student needs by the directions given by the teacher;

e) Guide the students to be able to carry out the learning process in a more fun and less boring direction; and

f) Provide direction to the students to form a good attitude of cooperation between individuals and groups.

From the description above, it can be said that the advantages of using the CTL method can make the students more active in learning activities and the students' knowledge develops according to the experience through.

2) Disadvantages of CTL

Disadvantages mean something that someone does not have. Just like using a learning method, of course, it also has advantages or disadvantages. The use of the CTL method also has advantages and disadvantages in this method. The drawback of using CTL is that the teacher is more intensive in guiding. This is because the teacher no longer acts as an information center. The teacher's job is to manage the class as a group that works together to discover new knowledge and skills for the students. It can be said that the students can be seen as individuals who develop learning abilities

influenced by the level of development and breadth of experience. The following are the disadvantages of using CTL, among others:

a) The selection of information or material in class is based on the needs of the students. In fact, in that class the level of ability of the students is different, so the teachers have difficulty in determining the subject matter because the level of achievement of the students is not the same;

b) The abilities possessed by students tend to be different, so the students who are left behind in the learning process with CTL, feel difficult to catch up because in this learning model the student success depends on activity and effort. So that the students who follow each lesson correctly with this model do not wait for friends who are left behind and have difficulty;

c) The students tend to be unhappy when asked to cooperate with a friend because diligence of the students feels has to work more than other students in a group;

d) The students tend not to be able to easily adapt and develop abilities using the CTL method;

e) Each student's ability is different, and the students who have high intellectual abilities but find it difficult to appreciate it in the oral form experience difficulties because this CTL develops soft skills and abilities more than intellectual abilities;

f) The knowledge obtained by each student is different and tends not to be the same as other students who can adjust the learning process; and

g) The role of the teacher does not seem too important anymore because in this CTL the role of the teacher is only as a guide and mentor. After all, it requires the students to be active and try to find information, observe facts and find new knowledge in the field.

From the explanation above, it can be said that the drawback of using the CTL method is that the role of the teacher must be able to manage the learning process as

well as possible so that the learning objectives that have been set can be achieved optimally.

3. Language Features

a. Nature of Language Features

Language plays a very important role as a means of communication both orally and in writing, to convey information, content, and messages. Therefore, in communicating, of course, one must first understand how important the use of language features is.

Language features are a very complex and broad topic because language features are very important in the life of a writer. This, of course, can also help the students in doing English assignments given by the teacher, because understanding language features, can help both the teachers and the students to convey thoughts and emotions effectively. It can also be used in a deliberate attempt to grab the reader's attention and also retain it in the long run.

Definitions of language features are very different, this is according to the type of text and the meaning to be conveyed by a writer. Thus, many students do not know how and when to use language features in writing the desired sentence. Choices in the use of language features also vary greatly depending on the purpose of the text, the target audience, and the broad range of English subject matter.[26] Language features are elements that make one type of text different from another.[27]

From the explanation above, it can be said that the element of language has a very important role as a means of communication, both spoken and written. The characteristics of language can also be said to have a big influence on the formation of a sentence. So, the use of language features can be said as one of the elements that must be understood first by a writer.

---

[26] *"What Are Language Features? Examples, Features & Types,"* accessed January 28, 2022, https://www.sampleassignment.com/blog/language-features.

[27]Bella Putri Mendale, Endang komariah, and Siti Sarah Fitriani, *"Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text,"* Research in English and Education (READ) (December, 2019), 184.

b. **Characteristics of Language Features**

In the book written by Gerot and Wignell, it is stated that in writing a text, the writer must first understand the characteristics of the language features. Language features have linguistic characteristics which consist of an identification process, using tenses such as (present tense and)past tense), using certain nouns, using detailed noun phrases to provide information about the subject, various adjectives that function to describe, and linking verbs. The verb gives information about the subject, action verbs, and adverbs to give additional information.[28]

From the explanation above, it can be said that a written sentence, of course, must include the characteristics mentioned above. This is so that a reader does not become confused when reading the writings made by the writer. The characteristics contained in the use of language features, as described above, include the following:

1) Linking Verb

Linking Verb is a verb that serves to connect words in an English sentence. Connective sentences of some verbs that do not talk about actions but turn to adjectives (other phrases) that provide information about the subject.[29] The use of linking verbs is to connect the subject with information or description or commonly referred to as a subject supplement. Linking verbs are verbs that are used to connect the subject of a sentence with its explanatory words. The explanatory words in the question can be in the form of nouns, pronouns, and adjectives. However, sometimes linking verbs are found that connect the subject with an adverb or preposition. The explanatory word used can also be in the form of a phrase. Linking verbs can also be said to be forms of verbs that do not show action and only use connecting words. Examples of linking verbs are as follows:

---

[28]Aldila Arin Aini, "The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text" (Thesis, Semarang, 2015), 19-20.

[29]*"Perfect English Grammar Linking Verb,"* accessed January 28, 2022, https://www.perfect-english-grammar.com/linking-verbs.html

a) He acted happily, but actually, he was really sad.

Where the sentence above can be explained that the word "*he*" which acts as the subject, then meets "*acted*" which is the second form of the verb, then followed by the word "*happily*" which acts as an adverb, then in the next word it is explained again that "*he*" which acts as the subject turns out to be "*reallysad*" which functions as an adjective. And in this sentence, it is used to explain that "*he*" who acts as the subject is in a bad condition or in other words "*he*" is in a happy state.

b) I feel terrible today!

Where in the sentence above it can be explained that the word "*I*" acts as the subject, then meets the word "*feel*" which acts as a verb, then followed by "*terrible*" which acts as an adjective, and then supported by the word "*today*!". which acts as an adverb. From the sentence above, "*I*" who acts as the subject is explaining his condition that is not okay.

c) That man is a football player.

Where in the sentence above it is explained that "that *man*" acts as the subject, then meets the word "*it*" which acts as an adjective, and "*is*" works as then in the last sentence an explanation of "*football player*" which acts as an explanation is also given. From the sentence, it can be said that the "*man*" who serves as the subject explains that he is a soccer player.

So, from the explanation above, it can be said that a linking verb is a verb that does not show action, but in this linking verb, it only uses a connecting word that is used to describe something.

2) **Adjectives**

Adjectives are words used to describe nouns or pronouns that can be people, places, animals, objects, or abstract concepts. Adjectives are one of the eight parts of speech in English.

Some features are often considered characteristics of adjectives, but naming is still not enough to separate adjectives. For example, adjectives can be used both in positions of dominant attractiveness and in predicates, as illustrated. However, since this does not apply to all adjectives, the ability to be used in this position is not a necessary condition for calling something an adjective.[30] Examples of adjectives are as follows:

a) The sky is very **pretty**.

In the sentence above where it has been explained that the sky is very beautiful. Where the word "*sky*" acts as a pronoun, then followed by the use of the word "very *pretty*" which acts as an adjective. This sentence describes the beauty of the sky by mentioning "*the sky is very beautiful.*"

b) I like your painting because it's **colorful**.

The sentence above it explains that "*I*" which acts as the subject says "*like*" which acts as an adjective followed by "*you*" which acts as a pronoun supported by the use of "*painting*" which acts as a noun, then in the last sentence, it is supported by "*colorful*" as an explanation that "*I*" who acts as the subject is describing the work of others.

c) My sister has **curly** hair.

From the sentence above, it can be explained that "*my sister*" acts as a pronoun, then followed by the word "*curly hair*" which acts as an adjective. In this sentence, he describes his sister who has curly hair.

From the explanation above, it can be said that adjectives are words used to describe something such as describing nouns or pronouns, and adjectives are also one of the eight patterns of speech in English lessons. Whether a writer, the students, the

---

[30]Hans Broekhuis, *Syntax of Dutch Adjectives and Adjective Phrases* (Amsterdam: Amsterdam University Press, 2013), 4.

teacher, or anyone else must understand that these adjectives have very important properties in the formation of a sentence.

3) Tenses

Tenses are a class of words that express an action, existence, experience, or other dynamic meaning. In other words, a verb can be said as a form of a word in English that aims to describe or describe an action or activity carried out by the subject of the sentence. English, there are two tenses in English, namely past and present. In this case, it can be said that the verb is very necessary for the formation of a text or paragraph. The verbs needed include the following:

a) Present Simple is a tense that is used when an event is currently taking place or an the event that takes place repeatedly (habit).

Formula: **Subject + Verb**

Examples:

(1)**I live** in Jakarta
  S Verb

In the sentence above it is explained that "*I*" acts as the subject while explaining that until now "*live*" acts as the first form of the verb (V$_1$), and "*in Jakarta*" is the object. The word "*I*" here describes that until now the word "*I*" still lives in Jakarta.

(2)**We go** to school every day.
  S   Verb

In the sentence above it is explained that "*we*" acts as the subject, then followed by the word "*go*" which acts as the first form of the verb (V$_1$) and "*school*" is the object.

(3)**I pray** for god five times every day.
  S   Verb

In the sentence above it is explained that "*I*" acts as the subject, followed by "*pray*" which acts as the first form of the verb (V$_1$).

b) Present Continuous is a sentence that shows an action or event that is happening now,is happening and can continue.

Formula: **Subject + Be (am/is/are) + V$_{ing}$**

Examples:

(1)<u>**My sister**</u> **is** <u>**writing**</u> a novel in my room.
     Subject   Be   Ving

     In the sentence above it is explained that "*my sister*" acts as the subject, then followed by the use of the word "*is*" which acts as be, and continues with the use of the word "*writing*" using the verb ing (V$_{ing}$).

(2)<u>**I**</u> **am** <u>**listening**</u> to music right now.
 S Be   Ving

     In the sentence above, it is explained that "*I*" acts as the subject, then followed by "*am*" which acts as be and is continued by the use of the word "*listening*" by using the verb ing (V$_{ing}$).

(3)<u>**I**</u> **am** <u>**making**</u> a glass of ice tea.
 S Be   Ving

     In the sentence above, it is explained that "*I*" acts as the subject, then followed by "*am*" which acts as be, and is continued by the use of the word "*making*" by using the verb ing (V$_{ing}$).

c) Simple Past is a sentence that states an event in the past that has been completed.

Formula: **Subject + V$_2$ + Object**

Examples:

(1)Yesterday <u>my uncle</u> <u>went</u> to <u>the city of Surabaya</u>
             Subject   V2   Object

     In the explanation above, it can be explained that "*my uncle*" acts as the subject, then followed by the use of the word "*went*" as the second form of the verb (V$_2$), and followed by the word "*to the city of Surabaya*" which acts as the object of the sentence.

(2) A few days ago, <u>he</u> <u>joined</u> <u>the badminton club</u> at school.
     S   V2   Object

In the explanation above, it can be explained that "*he*" acts as the subject, then followed by the use of the word "*joined*" as the second form of the verb (V2), and continued with the word "*the badminton club at school*" which acts as the object of the sentence.

(3) <u>He</u> <u>stayed</u> for a week at <u>my house</u>.
     S   V2   Object

In the explanation above, it can be explained that "*he*" acts as the subject, then followed by the use of the word "*stayed*" as a second form of the verb (V2) and continued with the word "*at my house*" which acts as the object of the sentence.[31]

From some of the verbs mentioned above, the writer must describe the writing that be made. In other words, the presence of these tenses can describe the form of writing that is completed by the writer. These tenses help the writer determine the type of writing to be made.

4. Descriptive Paragraph

a. Nature of Descriptive Paragraph

A descriptive paragraph is a collection of several sentences conveying a different message from one person, place, or thing. Descriptive paragraphs are characterized by sensory details, which attract the attention of the physical senses, and details that appeal to the emotional, physical, or intellectual sensitivity of the reader.

Setting goals, keeping the audience in mind, creating a dominant impression, using descriptive language, and setting up descriptions are rhetorical options to consider when using descriptions.

---

[31] *"Present Perfect | LearnEnglish,* (Online), (https://learningenglish.britishcouncil.org/grammar/english-grammar-references-perfect., accessed February 1, 2022).

Descriptions are usually arranged spatially, and the description can also be chronological or explicit. The focus of the description is the scene. The generic structure of the descriptive paragraph includes an identity that is part of a paragraph that introduces or identifies the character to be explained. This can be called a general description of the object. Usually contains the name of the object, the type of object, etc.[32]

Descriptive aims to describe people, places, and things. Descriptions appear almost in writing because writers try hard to make word pictures of the ideas they convey. Two elements are essential to an effective description. First, readers need explicit and specific details if they are to create mental images in their minds. The reader is better able to create an accurate mental picture if the details appeal to all the senses, sight, hearing, taste, touch, and smell. Second, the reader needs a logical order of details in partial order. The writers describe people, places, and objects, which may be worked from top to bottom, bottom to top, right to left, clockwise, etc.

b. **Structure of Descriptive Paragraph**

A descriptive paragraph is a text or paragraph that contains a description of an object, place, or event. Descriptive text is used to describe or provide a description of something, this text contains a series of paragraphs that discuss objects and places. So, readers can see, hear, and feel what is described directly by a writer. If you want to write a descriptive paragraph, it must have at least four main components in its structure, namely the topic sentence, supporting sentences, closing sentences, and logic development. Therefore, a descriptive paragraph can be concluded as a descriptive paragraph's way of showing something based on its objective facts of it. It describes a specific thing simply as it is. As Gerot and Wignell have clearly stated in the book, states that descriptive texts have the following generic structure:

---

[32]Faisal and Krisna Suwandita, *"The Effectiveness of Fresh Technique to Teach Descriptive Paragraph,"* Journal of Education and Learning (EduLearn) 7, no. 4 (November 1, 2013), 242. https ://doi.org/10.11591/edulearn.v7i4.199.

1) Identification

In making descriptive text, the first thing to do is to identify. It introduces or identifies the phenomenon to be explained. It tells about the name, address, or location of the object.

2) Description

The description is the second element of the generic structure of the descriptive text. It tells about what the phenomenon looks like, which is introduced in identification. That is, identification is the opening of the descriptive text, while the description is the body of the text.[33]

From the explanation above, it can be said that a descriptive paragraph is an essay made by the writer with the aim that the reader can see, hear or even feel about the essay that has been made by the writer. This descriptive paragraph, also consists of two text structures, namely identification which explains what an essay is made for, or it can be said as the main idea of writing an essay, and the last is a description that explains the content of the closing which explains in detail about the essay that has been written created by the writer.

B. Previous Studies

Several previous findings used the CTL method in studying students' English writing skills. First, research conducted by Eka Suprapti, that writing is one of the language skills that must be taught in addition to other skills. According to Huy, writing is one of the most important things in learning English and is one of the components of language skills that have an important role in human life as a communication tool because it can be used to share ideas, knowledge, and feelings. Based on the problems found by the writer in the research process, namely the low score of the students on English writing skills, the teachers need solutions to improve the

---

[33]Ika Sastrawati, *"Improving the Students' Ability to Write Descriptive Paragraph Through Draw Label Caption (DLC) Technique,"* Exposure Journal (May, 2015), 58–61.

students' abilities. After understanding the problem, the writer tried to find contextual techniques that were suitable to be applied to the student's English writing skills. Several techniques that can be used in the teaching and learning process are using pictures, grouping, giving examples or modeling, and multiplication exercises. So in this study, researchers tried to use the CTL method to solve the students' problems in writing skills. By using the CTL method which is applied in learning to write, it can not only improve writing skills but can also build the students' character. The students certainly encourage creative, responsible, hardworking, proactive, and confident skills. This means that by applying CTL, the students convey knowledge and be able to express ideas through writing. The similarity of previous research with research conducted by the writer is the use of the CTL method. In this study, the writer used the CTL method to improve the students' writing skills in English lessons. This method has also been used previously. However, there is also something that distinguishes this research, namely the focus of the problem. In the previous study, the writer focused research on improving character-based writing by applying the CTL method, and the writers obtained data by using tests, observations, and interviews. [34] Meanwhile, the research conducted currently focuses on how to the implementation of contextual teaching and learning (CTL) method in descriptive paragraph focused on language features, and the writer collect data from observations, interviews, tests, and documentation.

In the second research conducted by Ajeng Hariani, writing is one of the four language skills besides speaking, listening, and reading skills which are emphasized in second language learning. Writing can require the student to present and develop ideas in written form. Many students feel confused about how to start writing or are stuck in constructing certain text genres. Writing is not only a means to express ideas, feelings, and thoughts, but it is also useful for developing critical thinking skills. CTL is a method that helps the students to connect what want with real-life situations to be able to construct and apply new knowledge lives. CTL is learning

---

[34]Eka Suprapti, *"Improving Character Based Writing by Applying Contextual Teaching and Learning (CTL) Method of The Tenth Years of 2018/2019"* (Thesis, Klaten, Univercity of Widya Dharma, 2019), 1-5.

that occurs in close association with real CLT experiences. Based on the idea that successful language learning comes through having to communicate true meaning. The similarity of the research conducted by the writer with previous research is the use of the CTL method to hone the students' writing skills in English lessons. However, there is also a difference between the research that was conducted with previous research, namely in the focus of the research. Previous research focused on the study the writer used a quasi-experimental research design.[35] Meanwhile, the research conducted focuses on how the implementation of contextual teaching and learning (CTL) method in descriptive paragraph focused on language features, and the writer collect data from observations, interviews, tests, and documentation.

This third research was conducted by Dedi Sumarsono, in teaching English, besides paying attention to performance such as listening, speaking, reading, and writing. The psychological aspects of the students such as the student's motivation, interests, anxiety, self-esteem, self-confidence, etc, also need to be considered by the teacher. CTL has been defined differently by many experts. Some experts define CTL as a concept that helps the teachers and the students relate meaning and real-world situations to subject matter in the right way. Before conducting research, the students' scores tended to be below. After finding the location of the problem, the writer finally applied the CTL approach which showed that CTL had enormous potential in increasing the students' confidence in learning English. However, CTL also did not provide a significant difference in the students' confidence in learning English. The similarity of the research conducted by the writer with previous research Is the use of the CTL to hone the students' writing skills in English lessons. However, there is also a difference between the research to be conducted with previous research, namely in the focus of the research, previous research focused on the CTL approach on the students' confidence in learning English; is there any effect? And this study writer used data collection methods using experimental research

[35]Ajeng Hariani, *"The Influence of Communicative Language Teaching and Contextual Teaching and Learning on Student's Writing Skill at The First Grade of MA Madani Alauddin Pao Pao"* (Thesis, Makassar, Islamic State University of Alauddin Makassar, 2020), 1-11.

methods.[36] Meanwhile, the research that was conducted focuses on how to the implementation of contextual teaching and learning (CTL) method in descriptive paragraph focused on language features, and the writer collect data from observations, interviews, tests, and documentation.

The fourth research conducted by Anggun Wicaksono, writing is the process of making a group of words that discuss a smaller idea. When all the words of a sentence work together and are related to the main idea. This means that each idea is related to the development of a central idea. Furthermore, like essays, paragraphs generally contain an introduction, body, and conclusion. The students use academic knowledge in real-world contexts for meaningful purposes. For example, the students can describe academic information they have learned in science, health, education, math, and English subjects by designing cars, planning school menus, displaying human emotions, or telling experiences the assumption of this research is that the application of the CTL approach is very helpful for improving the students' writing skills, especially in recount texts, because there is a significant improvement after treatment and the students have great enthusiasm in the learning process. This is indicated by the results of the observation checklist. The similarity of the research conducted by the writer with previous research is the use of the CTL to hone the students' writing skills in English lessons.[37] However, there is also a difference between the research being conducted with previous research, namely in the focus on how the implementation of contextual teaching and learning (CTL) method in descriptive paragraph focused on language features, and the writer collect data from observations, interviews, tests, and documentation.

The fifth study was conducted by Rizki Widiyawati, four English skills must be mastered by students, namely reading, speaking, listening, and writing. Writing is a way of communicating by expressing feelings or thoughts in written form to provide information to the

---

[36]Dedi Sumarsono and Saiful Amin, *"Contextual Teaching Learning (CTL) Approach Towards Students' Self Confidence in Learning English: Does It Have Any Effect?,"* (Cordova Journal, 2019), 63-65.

[37]Anggun Wicaksono, *"Improving Student's Ability in Writing Recount Text Through Contextual Teaching and Learning Approach at The Second Grade Student of XI Exact 1 of SMAN 2 Palopo"* (Thesis, Makassar, Islamic State University of Alauddin Makassar, 2016), 10.

reader. In writing skills, the students must achieve five indicators, namely content, form, grammar, style, and mechanics. Several problems make the students have difficulty in writing skills. The results found by the writer at the time of the study were the use of the CTL method to increase the students' assessment scores in cycle I and cycle II which experienced a significant increase. The writer then concluded that the CTL method is very suitable for teaching writing and this method can improve the students' writing skills in writing descriptive texts. The similarity of research methods and data collection. The first similarity is the use of the CTL method which is used to hone the students' writing skills in English lessons, and the second is the data collection using tests and observations. However, there is also a difference between the research being conducted with previous research, namely in the focus of the research. Previous research focused on improving writing skills and active participation of class X students through CTL, and in this study, the data collection methods were observation and written tests. [38] Meanwhile, the research that was conducted focuses on how to the implementation of contextual teaching and learning (CTL) method in descriptive paragraph focused on language features, and the writer collect data from observations, interviews, tests, and documentation.

The conclusion from previous research can be stated that the use of CTL method is very suitable to be used as a method of the implementation of contextual teaching and learning (CTL) method in descriptive paragraph focused on language features. Although several studies have been done previously, the writer wants to develop this research again in one of the educational institutions in Ponorogo. This research skill has interesting things to discuss and what distinguishes this research from previous research is that these writer are interested in conducting this research to find out the data in these educational institutions.

---

[38] Rizki Widiyawati, *"Improving the Tenth Grade Student's Writing Ability and Active Participation Through CTL (Contextual Teaching Learning) at SMK Darul Falah Ajung Jember in the 2015/2016 Academic Year"* (Thesis, Jember, University of Muhammadiyah Jember, 2016), 1.

CHAPTER III

RESEARCH METHODS

This chapter consists of the approach and type of research, the existence of the research location, data and data sources, data collection procedures, data analysis techniques, and checking the validity of the data.

A. Research Approach and Design

In this study, the writer uses a qualitative approach and descriptive qualitative design. Focusing on the phenomena that exist at the research site.[1] Qualitative research aims to explain or describe phenomena in depth through data collection as detailed information, especially in the use of the implementation of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features at MA Ma'arif Klego Ponorogo. In this study, the writer involved the tenth-grade IPA students at MA Ma'arif Klego with 17 students as subjects in the research process.

In his book, Cresswell states that qualitative research is social or human research, based on creation. Qualitative research provides a detailed description of the informants. Qualitative is defined as the process of investigating or understanding the problem in the informant. Qualitative is defined as the process of understanding the problem in the research environment. The methodology of this approach is based on the inductive design proposed to generate data.[2]

The writer uses a qualitative design in the research process in the field. The aim is to describe the phenomenon as detailed information, especially to the implementation of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features at MA Ma'arif Klego Ponorogo. Qualitative research aims to provide a comprehensive understanding of phenomena such as behavior, perception, motivation, and

---

[1]Donald Ary, et al., *Introduction to Research in Education*, 8ᵗʰ edition (Canada: Wadsworth Cengage Learning, 2010), 22.
[2]Partricia Leavy, *Research Design: Quantitave, Qualitative, Mixed Method, Arts-Based and Community-Based Participatory Research Approaches* (New York: Guilford Publications, 2017).

behavior in the form of words and language in certain natural contexts, using various natural methods. Therefore, qualitative research is subjective and cannot be generalized. Research design has the potential to be changed or adapted to research and development. The writer is an integral part of the data. In this study, the writer were actively involved in determining the type of data desired by adjusting what the writer got in the field during observations and interviews.

B. Research Role

In this study, the writer act as a research instrument. As an instrument, the writer played an active role as an interviewer, observation, as well as a documentation in collecting data related the implementation of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features at MA Ma'arif Klego Ponorogo. The writer collect data from the teachers and the students.

C. Research Setting

In this study, the writer conducted research at an educational institution in Ponorogo. The writer conducted research on the students' writing skills in English lessons at MA Ma'arif Klego located in Mrican hamlet, Jenangan sub-district, Ponorogo district, East Java province.

D. Data Source

Data collection is defined as a procedure for collecting, measuring, and analyzing accurate insights in research. The writer can collect data based on problems in the field. In most cases, data collection is the main and most important step for research. Whatever the field of research. Different data collection for different fields of study, depending on the information required.[3]

The use of primary data, namely data collected for a particular research question, using the best method for the research question. In this study, the writer obtained primary data from

---

[3]Elise Paradis et al., *"Design: Selection of Data Collection Methods,"* (Journal of Graduate Medical Education, 2019), 264.

the tenth-grade IPA activities at MA Ma'arif Klego Ponorogo. The writer present several descriptions of the results from each source such as observations, interviews, and documentation.

E. Data Collection Techniques

In terms of research, researchers used different data collection methods such as interviews, observation, tests, and documentation. Data collection technology is the most important part of research to obtain data and information related to research. Data collection methods such as surveys aim to identify accurate and specific data. Therefore, the data technique for this consists of:

1. Observation

Observation is one of the most important research methods in social sciences and at the same time one of the most diverse terms includes several types, techniques, and approaches, which may be difficult to compare in terms of enactment and anticipated results; the choice must be adapted to the research problem and the scientific context. However, observation raised to the rank of a scientific method should be carried out systematically, purposefully, and on scientific grounds even if curiosity and fascination may still be its very important components.[4]

Observation is a method of collecting data about phenomena that occur in the research process, by observing human behavior, how the phenomena are used, and human interactions.[5] In this study, the writer observed the teaching process, took notes, and analyzed interesting events. The writer conduct and analyze interactions that take place during the research process. Field notes include the writer notes regarding the process of

---

[4]Elise Paradis et al., *Design: Selection of Data Collection Methods* (UK: Teesside University Middlesbroug, 2016), 33-34.
[5]Donald Ary et al., *Introduction to Research in Education*, 8th edition (Canada: Wadsworth Cengage Learning, 2010), 431.

activities that occur at the research site. Observation aims to find out how the impact obtained after researching the CTL method in honing the students' skills.

2. Interview

Interviews are one of the most widely used and most basic methods of obtaining qualitative data. Interviews are used to collect data from the informant who want to be asked in detail about the opinions, beliefs, and feelings of the informants.[6] The interview is one of the methods chosen by a writer with the aim of finding information about the learning system that has occurred so far. The writer asked the students in the class, and this was done to hear the students' responses in the class if the writer wanted to invite them to develop English writing skills using the CTL method.

In this case, the writer conducted interviews not only with teachers but also with students. The purpose of this study was to obtain information about the implementation of contextual teaching and learning (CTL) method in teaching descriptive paragraph focused on language features at MA Ma'arif Klego Ponorogo for tenth-grade IPA MA Ma'arif Klego Ponorogo.

3. Tests

A test is a measuring tool for the data collection process, where this test provide a response to questions, and the students are encouraged to show maximum ability. In this test, the writer uses the form of a performance test. In general, this test is done by asking the students to do some practical work. This form of performance test is very suitable for conducting assessments in practical skills lessons. The instrument used to conduct the assessment are generally in the form of observation sheets. This form of the performance test can generally be used to assess the process and results of practical activity.

Performance tests are a variety of tasks and situations where the students are asked to demonstrate understanding and apply in-depth knowledge and skills in various contexts

---

[6]Donald Ary et al., *Introduction to Research in Education*, 8th edition (Canada: Wadsworth Cengage Learning, 2010), 438.

according to the criteria that have been made. Performance tests can be done in groups and can also be done individually. Conducted in groups means the teacher faces a group of students, while individually means that the teacher faces one student at a time. Performance tests can be used to evaluate the quality of a job that has been completed.

Performance assessment is an assessment carried out by observing the activities of the students in doing something. Performance assessment is suitable to be used to assess the achievement of competencies that require the students to perform certain tasks.[7] In this case, it can be said that work assessment is used to find out the extent to which the level of development that students have in teaching and learning activities.

4. Documentation

Qualitative research can use written documents or other artifacts to gain an understanding of the phenomenon under study. The term document here refers to a variety of written, physical, and visual materials, including what other writer refer to as artifacts.[8] The document is used to retrieve data directly from the research environment. In this study, the writer used several forms of documents (scores, class schedules, school profiles, etc). related to teaching using the CTL method and field notes related to research to support observations and interviews.

---

[7]UU No. XX tentang Sistem Pendidikan Nasional (Jakarta: Depdiknas, 2003).
[8]Donald Ary et al., *Introduction to Research in Education*, 8th edition (Canada: Wadsworth Cengage Learning, 2010), 438.

F. Data Analysis Techniques

Data analysis is the process of organizing data to obtain regular patterns in obtaining data. Data analysis consists of three streams of concurrent activities, namely data reduction, data presentation and retrieval, and data verification.[9]

1. Data Reduction

From the process of selecting, focusing, observing, abstracting, and transforming the data displayed in field notes or transcriptions. This happens continuously. Its emergence as a research question, and which data collection approach to choose.

2. Data Display

Data display is the organized and collected editing of information that complements written conclusions. The most common symptom of historical qualitative data is expanded text. This research includes written sources from teacher documents, written summaries by the writer, and data obtained from the students' written opinions.

3. Conclusion and Verifications Data

This section is highly validated during the analysis carried out, it can be said about the thoughts of the writer in the analysis, a brief visit to the field notes, or conclusions about the development of the data, as the writer of the study.[10]

---

[9]Mattew B. Milles and Michael Huberman, *Qualitative Data Analysis*, 3rd Edition (Long Angeles: SAGE, 1994), 3.

[10]Noer Intan BR Gurusinga, "The Contribution of Chat Using WhatsApp on the Student's Ability in Developing English Writing Sixth Semester of English Department at UINSU" (Thesis, Nort Sumatera, UINSU, 2018), 42-43.

G. Checking Validity of Findings

In this study, the writer confirmed the validity of the data by examining several components such as:

1. The Strenuously Observation

Conducting these elements of this study:

a) The writer made this observation to find out the changes in the tenth-grade IPA MA Ma'arif Klego students and whether there were significant changes after participating in learning English writing skills using the CTL method.

b) The writer studied in depth until the writer found some consistently valid data regarding the effect of using the CTL method in the process of learning to write English.

2. Triangulation

Research triangulation refers to processes that help increase the credibility and validity of the research. In other words, research triangulation basically aims to validate the results of a study.[11]

Triangulation is a technique that is able to facilitate data validation through cross-validation from more than one source and is associated with the application and combination of several research phenomena that become research phenomena.[12] In this validation section, the writer apply one of four types of triangulation called methodological triangulation. Among them are learning media for English language education, and interviews, with the teachers and the students by asking some questions about observations in activities during the learning process. School materials (teaching materials), photos of class activities, photos of student assignments, and the writer field notes. Triangulation was first borrowed from the social sciences to convey the idea that multiple sources are needed to establish facts. This time the writer used this method to find data in about the implementation of contextual

---

[11]Anita Bans-Akutey and Benjamin Makimilua Tiimub, *"Triangulation in Research,"* Academia Letters (August, 2021), 1. https://doi.org/10.20935/AL3392.

[12]Johnson Honorence, Understanding The Role of Triangulation in Research, Scholarly Research Journal for Interdisciplinary Studies, 2017, 91.

teaching and learning (CTL) method in teaching descriptive paragraph focused on language features at MA Ma'arif Klego Ponorogo.

CHAPTER IV

RESULT AND DISCUSSION

This chapter consists of results and a discussion containing the data and research findings. This chapter is very important, because the writer analyzed the data that has been obtained, and it illustrates that the writer must present his findings and give meaning to his findings in a general context.

A. Overview of Research Background

MA Ma'arif Klego is the only school or madrasah located in Klego Hamlet, Mrican Village, Jenangan District, Ponorogo Regency under the auspices of the Hidayatul Mubtadiien Klego Islamic Boarding School Ponorogo. Its existence in the middle of a green expanse that is still very beautiful, makes it look comfortable and peaceful as far as the eye can see. To the east of the madrasah is a eucalyptus forest, while to the south is a Brimob shooting range that is still tucked away with hundred of green trees. Residential areas limit the right porch of the madrasah to maintain the relationship between Islamic boarding school residents and the wider community. Meanwhile, the green expanse of community agriculture is found in the western part of the madrasah. In the MA Ma'arif Klego neighborhood, many plants thrive in the front and center courtyards, not to mention the many plants that decorate every corner and front of every room and classroom, from ornamental plants toga and vegetable plants. These conditions can create comfortable, excellent conditions so that MA Ma'arif Klego residents can explore themselves, both for students in learning and for teachers and employees working there.

MA Ma'arif Klego since its establishment with a Madrasah Establishment permit from the Regional Office of the Ministry of Religion of the Republic of Indonesia, No. W.n. 06.04/PP.03.02/3372/SKP/1998 dated July 1st, 1998. With Madrasah Statistics Number (NSM) 131235020009. The last level of accreditation was carried out by the Madrasah Accreditation Council of East Java Province Number: Ma.033012 on October 25th, 2016, as Madrasah ACCREDITED with a rating of B (Good). In addition, MA Ma'arif Klego also has 6 classrooms,

1 teacher room, and 1 lab room. IPA, 1 Lab room. Multimedia, 1 Lab room. Computer, 1 library room, 1 multipurpose room, 1 TU room, 1 principal's room, 3 gazebos, and 1 multipurpose field. The number of the students is 82 children and is supported by about 20 educators with undergraduate education, with 2 non-educational staff. To improve the quality of education at MA Ma'arif Klego Mrican Jenangan Ponorogo, very good cooperation has been established between students, educators, non-educational staff, and committees in each role. Although MA Ma'arif Klego is a madrasah on the outskirts of the city, it has concerned and continuous effort in realizing the vision and mission of a madrasah with an environmental culture. The strategies implemented include forming an Adiwiyata Team, forming a Working Group, and cooperating with relevant agencies including Environmental, Agriculture, Health, PDAM, and Adiwiyata Mandiri schools. The support of the Madrasah Committee and the Hidayatul Mubtadiien Islamic Boarding School community also played an important role in helping the realization of the Adiwiyata Madrasah.

In MA Ma'arif Klego there are 6 classes, consisting of IPA and IPS studies classes. The tenth IPA studies consist of 18 students, the tenth IPS studies consist of 17 students, the eleventhIPA consists of 13students, the eleventhIPS studies consist of 15students, the twelfth IPA consists of 13 students, and the twelfth IPS studies consists of 6 students. From the data that has been obtained by the writers, the writer decided to conduct research in the tenth grade IPA studies, because previously the writer had helped teach in that class, this would also make it easier for the writer to know more about the character of the students. Therefore, the writer decided to take the tenth-grade IPA to make it easier for the writer to conduct research.

English is a subject that must be taught from elementary school to college. Learning English aims to improve the students' ability to communicate properly and correctly, both orally and in writing. English is the language used as a medium of communication and the first international language used to interact with other people worldwide.

Writing is one of the four skills in English. Writing is also a communication tool in the form of writing or it can be said as a written communication tool. Writing is a skill that everyone should have. Writing in English is the most difficult skill because, in writing, the students must have other skills such as vocabulary, language features, spelling, etc. This is the same as students must understand in advance what is needed when they want to do the writing process. So that every process in writing can give a beautiful impression in the hearts of writer and the hearts of readers.

Writing is not only about skills, but also about how the writer can encourage or expand thoughts and ideas, and how to motivate oneself in communicating with others through writing. The students are smart, responsive, and obedient when asked to do assignments in class. However, some obstacles are often encountered when writing, namely, the students' have difficulty in writing English skills because English lessons are very difficult lessons to understand. This is because the students' do not understand vocabulary, language features, tenses, etc.

The teachers at the time of teaching tend to only provide and explain the material and discuss it together. So that it becomes a habit for the students' to expect an explanation from the teacher first so that students can understand it. The reason is that the students' vocabulary is very minimal, language features, tenses, the students also still feel confused about determining tenses in writing a paragraph, and errors often occur to students in writing. This is due to the teacher's teaching method that seems to be just like that, and that is what causes the students to be reluctant to participate in the learning process in the classroom. Therefore, the teachers should be able to provide appropriate methods and be able to invite the students to participate in the learning process. An appropriate method gives a different feel to the class.

The writer came to the location to provide solutions to problems that exist in the school environment, this is so that the English learning process can impress both the teachers and the students. The writer provides a solution so that the value of the students' writing skills can

increase, and the students' understanding of English lessons can change over time. So that students can like English, and no longer feel excessive fear during English lessons. For this reason, the writer provides the best method to be used to improve the writing skills of the tenth-grade IPA Ma'arif Klego students. The writer suggests using the CTL method in teaching English with the aim that the students' understanding of the use of the students' language features can be structured properly and correctly. This CTL method is very good, the use of this CTL method can increase the students' level of understanding of the use of the students' language features in English lessons, and can minimize the occurrence of errors in the students' writing in English. For this CTL method, Contextual Teaching and Learning (CTL) is a method that involves the students' knowing the material and relating it to actual conditions. Therefore, can apply what is obtained in life.

This CTL method is used to assist teachers in teaching English and to assist the students in improving the students' descriptive paragraph language features. The writer informs and teaches this CTL method to make it easier for the students to understand the material given by the teacher and answer questions quickly. The students were very enthusiastic when participating in writing lessons using this method. In working on questions, the students work faster according to the instructions given. The note that the writer gave to the tenth-grade IPA students is that must continue to hone writing skills, and improve writing skills before giving assignments to the teacher.

B. Data Display

1. **The Application of the CTL Method in Teaching Descriptive Paragraph Focused on Language Features for the Tenth Grade IPA MA Ma'arif Klego**

   The purpose of this study was to test the use of the CTL method in writing class. The writer collects data using interviews, observation, tests, and documentation. This research was conducted on the tenth-grade IPA MA Ma'arif Klego students in the 2021/2022 academic year which consisted of 18 students. The writer conducted preliminary research

on September 13th, 2021, then continued the research again on February 24th, 2022, until April 17th, 2022, this research was continued by the writer to make a final project. On September 13th, 2021, where the writer was doing internship 2 which took place at MA Ma'arif Klego, because of that, the writer decided to continue the research in making the final project. Where when teaching there, the writer looks for any problems faced by the tenth-grade IPA students'. After teaching several meetings, the writer found problems with the students' writing skills. This was also stated directly by the English teacher, who stated that:

> "The obstacle experienced by students is the lack of the students understanding of the use of language structures, verbs, adjectives, and the use of tenses. This is what causes the students to tend to make a lot of mistakes in writing skills. Errors in every word written often deviate from what is meant. These factors cause the students to be lazy when English lessons take place in class."[1]

From the results of an interview conducted by the writer on February 24th, 2022, the writer received feedback from the English teacher, that the writer got a direct statement why the students' tend to make lots of mistakes in writing English, this is due to the lack of the students' knowledge of the structure of the language. The use of verbs, adjectives, language features, and tenses causes students to tend to be lazy when the learning process occurs. This lack of understanding causes the students' to tend to make lots of mistakes in writing. Not only that, a statement that was delivered directly by one of the students' in the tenth-grade IPA MA Ma'arif Klego, in an interview conducted on March 17th, 2022, stated that:

> "English lessons are very difficult lessons, this is caused by many things that are not understood, plus the way the teaching is delivered by the teacher is just that. Understanding of writing is also difficult to understand, sometimes the writing, pronunciation, and translation are also different."[2]

From this statement, it can be said that the students feel very bored with the learning provided by the teacher to the students', the explanation given by the teacher is too long-winded, making it difficult for the students to understand what the teacher means about the

---

[1] Look at Interview Transcript of the Teacher's 01/I/24-02/2022 at Appendix 1.
[2] Ibid.

material provided. Even so, the students' must continue to carry out obligations in fulfilling the tasks that have been given by the teacher.

In the learning process, of course, many things must be understood by both the teachers and the students'. Where this is what requires the teacher to continue to look for the best solution so that the students can easily understand what is given or conveyed by the teachers, and the task of the students' is also to find out what has not been understood, and develop what has been understood. Developing an idea is not easy, especially when the teachers gave an assignment to the students', it tends to make the students able to continuously hone writing skills. However, this is also done slowly. This is also by the teachers statement, in an interview conducted by the writer on February 24th, 2022, that:

> "Teaching writing skills, of course, is not easy, especially since this is not a mother tongue, but an international language. Where there needs to be good input given to students regarding the material to be studied. This is so that the students can prepare themselves before the learning process takes place, such as reading the material to be studied first."[3]

From this statement, it can be said that teaching writing requires a lot of things to be understood, and to understand something that the students do not like, of course, requires a long process so that the students can easily understand what is given. Teaching also certainly cannot be careless, the teacher must also understand the limitations of the material to be given. And teaching must also involve the right method so that it can attract the students' enthusiasm in the learning process. To explore the potential of the students, of course, the teachers must teach using the right method. This is like the statement made in the interview conducted by the writer on March 10th, 2022, where the teacher stated:

> "Before giving assignments, usually convey the material first, explain the material, then ask students if they understand what the material has not understood. After the task is given, usually in giving to the students the teacher gives the students keywords (clues) in honing the student skills, so that the students can easily make texts. It aims to stimulate the students in developing the students' ideas in forming a complete and accessible paragraph, or it could be by using pictures in the learning process."[4]

---

[3] Look at Interview Transcript of the Teacher's 01/I/24-02/2022 at Appendix 1.
[4] Look at Interview Transcript of the Teacher's 02/I/10-03/2022 at Appendix 1.

From this statement, to attract the students' attention, the teacher gives keywords to the students in making a complete paragraph. It is intended that the students' can easily form a sentence by relying on the keywords that have been given by the teacher. However, the use of the given keywords does not have much impact on the writing process carried out by students. This does not have a big influence on the students' writing level. Even though the teachers have given some keywords, this does not affect the students' writing. Giving keywords without notification to check each word written beforehand, it can make the students tend to make mistakes, and this one mistake causes the students to make mistakes more and more often with arguments such as *"usually the teacher immediately judges without correcting the writing. in detail, the important thing is to have done, rather than not at all."*

The teachers lack of attention to the students' writing, causes the students' to tend to make a lot of mistakes, but are just left alone without notification of the mistakes. Likewise, the method used by the teachers is seen as a teaching method, where it is the teachers who have the level of activity that controls the class so much compared to the students, and the teacher continues to work on the books used, in other words, the teachers are encouraged to read the book when explaining compared to the teacher focus on the students'. This can be seen when the writer conduct observations to find and collect data.

Regarding how to teach teachers like that, the writer then made observations to find out more clearly about the obstacles in writing English for the tenth-grade IPA MA Ma'arif Klego students. On March 10th, 2022, the writer returned to school to make observations, and the writer saw firsthand the learning process carried out by the students' in the prayer room, in the learning process it seemed that the students' were less interested in learning, this is because the location used as a place to study is not supported by the existence of facilities such as desks. This is what makes the learning process inefficient when seen or

even felt.[5] Likewise, the teacher only provides material by dictating and giving assignments, without giving examples in making the assignments given.

While collecting data, the writer attends school every week to find the data needed to add and support the data that has been obtained previously. On March 10th, 2022, the writer again conducted interviews with the teachers regarding the average score obtained by the students' in English lessons, and the writer received feedback from the questions that had been given:

> "The students' scores in writing lessons are above average, for the current KKM, it is around 76. I judge it by looking at the writing, and whether the students' writing is good or not, all of them have different scores and cannot be equated. Moreover, as I have explained that the difficulty level of the students is when the students are asked to write the students tend to be lazy if you look closely there are still many mistakes in writing."[6]

From the results of these interviews, the student scores have an average criterion of 76, and this is what the teachers use as the standard for students' assessment in assessing the work given to students. This is like the data shown by observations on April 13th, 2022, that the scores produced by students are pretty good. These values are not only values in writing a sentence, but also in other tasks given by the teachers.[7] For the process of taking writing grades, usually, the teachers often ask the students' to do assignments such as writing texts, then are gathered to the teacher, either at that time or in the next meeting. The task must have been given limits by the teachers so as not to deviate excessively. These limitations are in the form of keywords (clue). So, the students' made it easier because students' have been given these important points. This is by the teachers statement on the results of the interview on February 24th, 2022, which stated that:

> "Ask the students to do assignments, every time teaches the students often give writing assignments, of course like making sentences in English, and usually ask them to submit assignments at the next meeting."[8]

---

[5] Look at Observation Transcript 01/O/10-03/2022 at Appendix 2.
[6] Look at Interview Transcript of the Teacher's 02/I/10-03/2022 at Appendix 1.
[7] Look at Documents Data 01/D/13-04/2022 at Appendix 8.
[8] Look at Interview Transcript of the Teacher's 02/I/10-03/2022 at Appendix 1.

From the results of these interviews, it can be said that this writing task is given to the students' every time meeting. This is so that the students' become accustomed to it so that students' are not too rigid when writing. Writing skills are not new, but mastery in writing certainly makes it easier for the students' to improve the students' understanding of English, although it must be done slowly. Mistakes in writing are not new. Every writer also often experiences mistakes in writing, however, it comes back to the individual. With the error of whether it can have a positive impact on the writer or not. But, usually starting from a mistake can finally change the mindset of the writer. This is the same as various mistakes that are often made by the students. As many people know, English is an international language, whereas English is a second language. To learn it, of course, requires an extraordinary process.

Writing in English is not an easy thing either, but it requires quite an extra skill, before finally being handed over to the reader, it must first be corrected repeatedly, then submitted to the reader. This is the same as the results of interviews conducted by the writer on February 24th, 2022, where the teacher stated that:

> "The students are not used to writing in English, and this is what makes the students make many mistakes in writing. Not only that, but the students also experience obstacles, namely the inhibition of the use of language features, the students' lack of understanding of vocabulary also affects students' writing, even the students often feel confused in distinguishing what is meant by writing, the students' also often think to me that English in terms of writing, pronunciation, and meaning are very much different, so the students' find it difficult."[9]

From the statement above, it can be said that writing something requires a long process, and takes a lot of time. To be able to write perfectly also for the tenth-grade students', of course, still needs to be given a lot of giving exercises to hone students writing skills. Not only that, in the process of both interviews and observations, the writer gets data that when the teachers gave assignments, usually the teacher also often uses small groups consisting of 3-4 students. Usually in teaching the teachers also thinks about many things before entering

---

[9] Look at Interview Transcript of the Teacher's 01/I/24-02/2022 at Appendix 1.

the class. The teachers certainly continuously tries so that the students' do not feel bored or lazy while studying. The teachers always try to inspire the students' every time teach. This was stated directly in an interview on February 24th, 2022, that:

> "Always try to guide the students so that can walk slowly so that the student's writing methods can be arranged well, even though it takes quite a long time."[10]

From the statement above, of course, it can be seen that teaching writing requires a long process. This is due to the lack of the students' understanding of the use of language features, vocabulary, verbs, use of conjunctions, nouns, adjectives, use of time, differentiating text types, etc. This is because a teacher does not try to overcome the existing problems, but allows them to repeat themselves without looking for a way out of the existing problems. So, this problem always occurs with a long tempo, because this is what can trigger various small mistakes into habits that are always repeated for generations to come.

With the use of the right method, it is possible to solve the problem at hand. From the problems that occur in the field, the writer is and wants to provide solutions by changing methods or switching to other methods, with the aim that the students feel challenged by the use of new methods that have never been used in class. This is done to be able to carve enthusiasm and hone writing skills.

Discussing methods, and methods in teaching must of course have a major influence on the learning process. The writer began to look for various methods and studied them well. As is well known, that there are many methods that teachers must know so that the teaching process is much better than the methods used previously. Using the latest methods, make the students' feel curious, challenged, and ambitious to be enthusiastic about learning English. From the various existing methods, the writer is then interested in one of the learning methods, namely the contextual learning method. Where this method can be said as a method that is very suitable for use in writing classes. Where this method has a holistic nature

---

[10]Look at Interview Transcript of the Teacher's 01/I/24-02/2022 at Appendix 1.

(interrelated), which aims to help the students understand the learning material and relate it to daily contexts. Where in the use of this CTL method, the teachers task is only to give a glimpse of the material to be discussed (important points), and it is the students who develop it, both in groups and individually. The purpose of using this method is a method that provides facilities for learning activities where the students are asked to search, manage, and find learning experiences that are more concrete and relate them to everyday life.

The learning process aims to help the students' understand the learning material and relate it to the daily context of the students'. This is very different from the previous method, before using the CTL method, the teachers during the learning process always carried out the learning process by explaining the material and discussing it together, and this tends to make the students tend to be lazy in the learning process. With this method, the students' are led to be active in the learning process, where the teachers only give important points or it can be said at a glance the material to be discussed, and explained a little, then the students' develop the material that has been given.

From the problems that occur, the writer wants to provide solutions to teachers so that the teaching and learning process can give a beautiful and pleasant impression for both the teachers and the students'. From the results of interviews, the writer has obtained data regarding the students' lack of understanding of the language features possessed students' in making a complete text or paragraph. So, by using the CTL method as a supporter in the learning process, the writer decided to apply this CTL method to help the students' hone writing skills, hone the students' skills in word processing so that can make whole paragraphs, and slowly help the students' to start researching. more in writing and avoiding letter errors during the writing process.

This research was conducted from February 24th, 2022, to April 17, 2022. The teaching schedule for the tenth grade IPA MA Ma'arif Klego is as follows:

Table 4.1
Teaching Schedule for the Tenth Grade IPA MA Ma'arif Klego

No.	Activity	Time/Day
1.	First Meeting	Thursday, March 17th, 2022
2.	Second Meeting	Thursday, March 24th, 2022
3.	Third Meeting	Wednesday, April 6th, 2022
4.	Fourth Meeting	Wednesday, April 13th, 2022

After conducting the interview process along with observations, from February 24th to April 17th, 2022, the following are the steps for implementing learning to write using the CTL method, including the following:

a. Preposition

The process of using this CTL method in the classroom is that the teacher first greets the students' as a preliminary activity, then continues by providing learning motivation, and explaining the learning objectives to be achieved. The teachers convey the scope of the material and explanations at a glance according to the lesson plan.

After the preliminary activities, then in the learning process using the CTL method, proceed to the core activities, such as observing, asking questions, exploring, associating, and communicating. The purpose of the core activities above is learning activities that must be fulfilled by the students' in the learning process. Observing, observing here means that the teachers task is to ask the students' to pay attention to the learning material first, and the students listen to explanations then students develop the material that the teacher has delivered. Questioning is an activity where the teachers guide the students' and provides direction to the students' where the students' can be directed well and ask about the level of the students' understanding of the material given about descriptive texts. Exploring, where the teachers give examples of descriptive texts for the students' to analyze regarding social functions, and text structure, and analyze the elements in the text, then individually the students' try to analyze the descriptive texts given by the teachers regarding social functions, text structure and analyze the elements. elements in the text.

there were the students'asked to find out in detail and explore descriptive texts. Then for the next meeting, the students' are asked to make a text, then the students'are asked to identify the structure of the text that has been given.

For these core activities, teachers usually provide learning materials using practical English learning worksheets. The book is often used in the learning process given by the teachers to the students'. This is by the results of the interview on February 24th, 2022, which said that:

> "Sources of the students learning from tenth to twelfthgrades, here use the LKS book. For the LKS that is used to teach tenth grade, use the LKS book for Practical Learning English Compulsory Subjects." [11]

From the results of these interviews, the writer obtained data regarding the learning resources obtained in the learning process at school so far obtained from the LKS book which each of the writer had improved directly from the school, this is intended so that the process of providing material in class is not hampered.

The use of the CTL method in core activities is slowly introduced to students'and applied directly to the learning process. Here, the writer is permitted to teach and assist teachers in managing the learning process in the classroom. After the main activity, the next is closing. Where in this closing, before the teacher closes the learning process, the teachers first confirm to find out each students', whether there is the material that has not still feels confused by presenting the material that has been conveyed during the core activity and asking if there are any difficulties felt in the process. activities to explore or seek and develop the material provided.

From the activities that have been carried out by the writer with a teaching duration of 3 hours, starting at 08.40–10.50 WIB, then the writer meets the subject teacher to conduct interviews about the learning system in the classroom before using the CTL method on Sunday, March 13th, 2022, and the writer began to conduct interviews and ask

---

[11] Look at Interview Transcript of the Teacher's 01/I/24-02/2022 at Appendix 1.

teaching methods before starting the class, what activities the teacher often does, these questions, the writer get feedback containing:

> "Previously I did not understand the types or methods of teaching in the classroom. Usually, what is often done is the teachers enter the class, do the opening activity, the core activity, and after that the closing. In the core activity, I usually deliver the material by dictating or writing on the blackboard, then the students'also write. After I consider it finished, I give assignments to the study students' in the form of assignments with the material I provide. For the assignment, I usually give the students' a clue before the students' do it. I often use this when teaching. And sometimes I also ask the students' to form groups to work together in completing the assignments I give."[12]

From the results of the interview, the writer received feedback stating that when the teachers were teaching in the classroom when implementing the core activities, the teachers provided material by dictating or writing on the blackboard. Without realizing it, the teacher here looks busy with writing activities on the blackboard, and most likely when the teachers is writing, the students' are enjoying themselves with classmates. In addition, teachers also rarely check the writing when the teachers have finished teaching. This can result in incomplete material owned by the students' regarding the lessons that have been given by the teachers so far.

From the various problems the writer got during data collection, the writer also asked the English teacher about the use of the CTL method in the writing class whether it had been used, here the teacher explained this in detail in an interview on March 13th, 2022, which contained:

> "For the use of the CTL method, the English teacher does not understand what type of method is because this method may be familiar with its name. But more or less an explanation of the CTL method almost leads to that, maybe because honestly most teachers also do not know what method to use when teaching in class."[13]

From the results of the interviews above, it can be seen that not many of the teachers currently understand various kinds of good and far more effective learning methods to be able to bring the students' to improve thinking skills, writing skills, or even work skills.

---

[12] Look at Interview Transcript of the Teacher's 03/I/13-03/2022 at Appendix 1.
[13] Ibid.

With the various methods that exist, the teachers should be able to sort out or find a suitable method for the teacher who wants to enter class. This is done so that the teachers no longer play a large role, in the sense that the teacher no longer teaches with the teaching center method. Where the teacher is far more active than the students'. From the various problems experienced in this field. Finally introduces the use of the CTL method to help find a way out of the problems that exist in the classroom and help the students' get out of comfort zone toward the zone of honed (active) the students' creativity.

Back again to the initial discussion, namely, when entering class, the teacher must of course start 3 stages, opening activities, core activities, and closing activities. Of the three activities, of course, these are important stages and can be said to be the main points that must be fulfilled by the teachers teaching. On the same date, the writer tried to ask the teachers again about the use of this CTL method after the teachers found out about its application in the classroom, and the writer received feedback such as:

> "If seen, so far the use of the CTL method has no problem. It is just that the students' need to be guided, cared for, and cared for so that can be more flexible in writing English, whereas previously the students who wrote English so were stiff and lacked confidence levels so that they became confident with what they had."[14]

From this statement, the English teachers hope that the use of the CTL method in the classroom can have a positive impact on both the teachers and the students'. Not only that, the application of the CTL method in this writing class can make a positive value for the students so that the students no longer feel less confident because in carrying out knowledge it is never too late, if you are currently experiencing many problems, then you must stay enthusiastic and not easily give up. With the use of the CTL method, the writer hopes here to be able to shape the students' into well-ordered characters, so that the students can improve writing skills and can rearrange language features. This is so that the language features previously owned by the students can be increased.

---

[14] Look at Interview Transcript of the Teacher's 03/I/13-03/2022 at Appendix 1..

b. Application of CTL Method

For the application of this CTL method in the learning process, here the writer before helping teachers to apply the CTL method in the teaching process, here the writer is asked first to make a learning implementation plan with the aim that the learning process can be well directed. In this lesson plan, the writer divides it into three things, namely preliminary activities, core activities, and closing activities. Not only that, but the writer has also prepared several important components in the use of the CTL method, before forming the learning syntax. The following are some of the components that need to be understood, before continuing to use the CTL method in the learning process in the classroom.

Table 4.2
Syntax of CTL Methods

No.	Syntax of CTL Methods	
1.	Constructivism	
2.	Inquiry	
3.	Questioning	
4.	Learning Community	
5.	Modeling	
6.	Reflection	
7.	Authentic Assessment	

The table above facilitates the process of applying the CTL method in the writing class. With the existence of several components of using the CTL method, the goal is that the writer can inform the teacher about some of the components that must be done later by the teacher when bringing this method into the writing class. Of the seven components listed above, of course, each component has its level of advantages and disadvantages.

The learning syntax is made by the writer to facilitate the learning process. So, in this case, the writer has prepared some data which is later the data given to the teachers, and the data are in the form of the learning implementation plan, Components of the CTL method, assessment sheets, and learning syntax. For the learning syntax here, the writer designed 7 stages of activities, and in these activities, both the teachers and the students'

certainly have respective roles in eight stages that have been made. Some of these types of activities, of course, are supported by some data such as learning implementation plans and assessment sheets.

For the assessment sheet here, the writer has included the assessment sheet in the learning implementation plan, which consists of a rubric for assessing attitudes, knowledge, and skills.[15] It is the assessment sheet that later contains what components each of the students must cover. In every activity, the students are required to fulfill every important part that has been conveyed by the teachers during the teaching and learning process.

1) Syntax of CTL Method

For the learning syntax using the CTL method, the writer has prepared 8 stages of activities, each of which, both the teachers and the students', certainly have respective roles in the learning process in the classroom. The following are 8 stages of activities that must be fulfilled, such as:[16]

Table 4.3
Syntax in Learning Activities using the CTL Method in the Class

No.	Learning Activity
1.	Observation to find problems
2.	Formulate the problem
3.	Submitting a Hypothesis
4.	Plan problem solving (through experimentation or other means)
5.	Carry out experiments (or other troubleshooting methods)
6.	Conducting observations and data collection
7.	Data analysis
8.	Drawing conclusions and discoveries

The table above is several activities by the syntax that has been prepared by the writer to directness in the classroom so that it can run according to the stages that have been set in the learning syntax and the learning implementation plan. Of the eight

---

[15] Look at the Learning Implementation Plan in Appendix 5.
[16] Look at the Learning Syntax Transcript in Appendix 4.

activities, of course, the roles of the teachers and the students support each other. So, the formation of the learning implementation plan and the syntax is expected to provide convenience for the learning process that takes place.

2) Application of the Syntax in Teaching

In this preliminary activity, the teachers took about 10 minutes to prepare before providing material to students. In this preliminary activity, first, the teachers greet and invited the students' to pray together, provide learning motivation, to explained the learning objectives in each meeting, and conveyed the scope of the material to be discussed. This is the learning implementation plan that has been made to carry out the process of learning activities.[17] This preliminary activity went from the first point to the fourth point, namely in the teachers observation sheet made by there are three activities, namely initial activities, core activities, and closing activities. For the first activity, the teacher opened the class (meeting), provided brainstorming, provided an overview of the material to be delivered, and asked for the students' opinions.[18]

The four points of course are still related to each other from the learning implementation plan, as well as the syntax that has been prepared by the writer, and from the four points it has been implemented well, even the four points are always implemented. during class. Then enter the second stage in the learning process, namely core activities. In the core activity here, the writer lists several important points that must be met by the students'. These points consisted of observing, asking, exploring, associating, and communicating. In this second stage, it took 50 minutes. Each point contained in it has its value.

In the second stage, it is also supported by the use of learning syntax, whereas the fifth point indicated that the teachers guided and facilitates the students during the

---

[17] Look at the Learning Implementation Plan in Appendix 5 for the result of the first meeting.
[18] Look at the Transcript of the Teacher's Observation Sheet in Appendix 3.

learning process.[19] Before starting this second stage, the teachers first explained what the learning objectives would be and what types of methods the students' used during the 4 meetings that the teacher would present. At the stage where the teacher explained slowly about the learning process being delivered, first, the teacher made sure the condition of students' is not engrossed in the activities so as not to interfere with the explanation process about the topic to be discussed.

In this core activity, the teacher explains in detail the CTL method and how to apply it in the learning process in the writing class. In this activity, the writer began to explain the material entitled *"descriptive text"* where the text is a text that says what someone or something looks like. Its purpose is to describe and express a particular person, place, or thing. Then, the writer describes it with other points, such as the purpose of this type of text, the structure of the text, and the way the descriptive text is formed. From these points, the students are then allowed to observe a piece of paper given by the writer to be understood first, if there is something that has not been understood the students can ask the writer directly.

In the process of observing, the teachers went around and pay attention to the students' while asking about the material from the previous meeting that has been discussed by the teacher. But here the writer just wanted to re-assure how sensitive the students' memories are to the material that has been conveyed by the teacher at the previous meeting.

This observation process is also the sixth point which indicates that when the students make observations based on what has been given by the teacher in collecting data and organizing data, the teachers role is that the teacher helped the students' make observations about important things and helped collect and organize data that has been

---

[19] Look at the Learning Syntax Transcript in Appendix 4.

obtained.[20] The purpose of these activities is that the process of using the CTL method can affect the learning process.

After finishing observing, several questions arise regarding this type of text, whether it still has anything to do with the last material with the theme of someone's biography. Here the writer tries to answer, that the past material is still related to the material being studied at this time because in the previous material the students were asked to tell about a famous biographer throughout history. However, what makes the difference is the material *"descriptive text"* which discusses writing that can describe a story to invite the reader to understand, feel and enjoy something that is discussed in the text, such as activities, emotions, and others. And in this type of text, there are pictures of everyday experiences or stories that are experienced every day. After giving a description, the activity continued with the writer giving an example of a descriptive text, and the student's task was to observe and try to find out about the social function, and structure of the text and analyze the elements in the text.

In this activity, the students are asked to work on assignments individually. Then for the association stage, the students are asked to look for material that discusses *"descriptive text"* this is done with the aim that the students' have completed the material coverage of that type of text. Then the notes are collected for the writer so that the writer knows the extent of the student's activity when asked to look for material. The second activity is a core activity, it points from fifth to ninth, where the teacher asked the students how the students' made decisions based on what had been conveyed.[21] The teachers reminded the students that English is not as bad as imagined, and the teachers gave the text, then asked the students' to do the assignment.

---

[20] Look at the Learning Syntax Transcript in Appendix 4.
[21] Look at the Transcript of the Teacher's Observation Sheet in Appendix 3.

The next activity is the closing activity, the teachers or writer checked the students about the level of understanding of the material discussed at this meeting, then processes by giving homework for the next meeting and submitting the next lesson plan, and closed the class by praying.[22] In this third activity the same thing with the points contained in the observation sheet from the twelfth point to the fourteenth point. Where the last three points are still interrelated with the points contained in the learning implementation plan.

Based on the data that has been obtained in the data collection process, the writer notes that during the learning process, the attitudes of the students in the class are very enthusiastic, and the students' are smart, responsive, and obedient when asked to work. This CTL method can be said to be something new for the students'. Where before using this method the teachers usually active in the learning process by explaining the material and discussing together, this is inversely proportional to the use of the CTL method where the students must be active in developing existing learning materials was given by the teachers.

Furthermore, based on the theory and data that have been collected, the students' achievement in using the CTL method to improve language features. This method aimed to help the students understand the lesson better and more easily. The students' became enthusiastic, the students' can writing skills slowly and pay attention to writing, sharpening the students' mindsets.

From this discussion, there are several important points contained in the students' observation sheet which were successfully fulfilled when the use of the CTL method took place. The teachers and the writer get a positive response from the learning process using the CTL method.[23] After passing the interview, observation, and test

---

[22] Look at the Learning Implementation Plan in Appendix 5 for the result of the first meeting.
[23] Look at the Transcript of the Student's Observation Sheet in Appendix 3.

stages, it turns out that the responses given by the students' are the results expected by the teachers and the writer. The following are the results of the students' scores after using the CTL method in descriptive paragraph learning that focused on language features, as follows:

Table 4.4
List of the Tenth Grade IPA MA Ma'arif Klego Students

Frequency	Score Students				
	80	85	90	95	100
10	✓				
2		✓			
3			✓		
2				✓	
1	-	-	-	-	-

Based on the table above, the students' scores had increased very rapidly compared to the students' scores before using the CTL method in learning to write.[24]The above results were obtained from learning activities carried out at the second meeting which was held on March 24th, 2022, by the established learning implementation plan. In this second meeting, the students' were given the task of making a type of text *"descriptive text"* with the theme of the school environment.[25]Where the students' are asked by the writer to make assignments independently, according to what students' see every day or see the students' school environment every day. With the given theme, the students' are enthusiastic about doing the assignments that have been given.

Not only individual assignments but in using the CTL method the teachers also apply the formation of working groups for the students. This is intended so that the teachers know how the level of cooperation that exists between one student and

---

[24] Look at Individual Student's Assignment in Appendix 6.
[25] Look at the Learning Implementation Plan in Appendix 5 for the result of the second meeting.

another student. This is used by the teacher to see further how the students' work together in groups that are formed when group assignments are given to the students'.

For the third meeting, the writer gave group assignments to the students' to make a text with the theme *"historical heritage"* which had been determined by the writer. These themes are assigned differently for each group.[26] For the first group, the writer gave a photo sheet with the image of *"Fort Ujung Pandang"*, for group two with the theme *"Lawang Sewu"*, for group three with the theme *"Museum Fadillah"*, for group four with the theme *"Borobudur Temple"*, and the last group of five with the theme *"Majid Istiqlal."* With the formation of these groups, the teachers goal is to find out how much cooperation each student had been with group mates.

In forming this group, the writer asked the students' to form groups consisting of 3-4 students in each group. And after the group was successfully formed, the writer gave a sheet of paper with five different themes. This aim is to avoid cooperation between one group with another group. In addition, the writer also gave an additional task, namely after making sentences or paragraphs, the teachers asked the students' to slowly pay attention to the writing that is made. In this case, the students' gave more responsibility for the results of writing made with a group of friends. Before the results of group work were collected, the students' were asked to correct each other if there were errors in writing, such as missing letters, or errors in writing, then the students' were asked to read out the results, before submitting them to the writer.

After everything is considered complete, then the writer asked one of the group representatives to collect the results of the group work that has been made. The third meeting was held in the month of Ramadhan, so the learning process was minimal. Due to time constraints at that time, the writer decided to end the meeting at the third meeting by collecting group assignments.

---

[26] Look at the Learning Implementation Plan in Appendix 5 for the result of the third meeting.

For the fourth meeting, the writer again handed over the group assignments at the previous meeting to the students and asked the students to discuss them again with group mates. And before discussing it, the writer reviewed the students' understanding of the *"descriptive text"* material to the students, this was done to turn off the students' memories of the material. And it ignites the enthusiasm of the students, and the students are influenced by the questions that have been given, and the students gave great answers. The students' memories of the material given at the first meeting are still imprinted the students' memories. This material gave an extraordinary impression because the students' feel happy when the presentation of this *"descriptive text"* material can provide an extraordinary experience for the students.

During the discussion process, the writer went to each group one by one, carried out the interaction process with students', and asked whether during this learning the students' level of understanding of writing activities gave a beautiful impression on students' English writing skills. One of the students gave a response to the question, such as:

> "The presence of the writer here provides a beautiful touch for all of us. Here we are more enthusiastic about carrying out the learning process that has been given. By using the method provided by the writer, it is possible to explore the hidden potential that exists within us so that it can be directed easily."[27]

From of one the student statement, the writer obtained data that the writer was well received by the students' to conduct research and helped the students' in English lessons. With that, the presence of the writer has a positive impact on the process of teaching the students' writing skills to improve the use of the students' language features.

At this last meeting, the teachers then asked each group after discussing, then the writer gave the task to identify the group assignments that had been made. The

---

[27] Look at Interview Transcript of the Student's 04/I/17-04/2022 at Appendix 1.

writer gave the task to identify the text structure of the *"descriptive text"* that had been made by each group. After completion, assignments are collected and returned to the writer to be corrected and graded.[28]After the activity was completed, the writer got very satisfactory results from these results, namely as follows:

Table 4.5
List of the Tenth Grade IPA MA Ma'arif Klego Students

Frequency	Score Students				
	80	85	90	95	100
11	✓				
2		✓			
3			✓		
2				✓	

Based on the table above, the students' scores are almost the same as the individual assignment assessments that had been given at the second meeting.[29] The above results were obtained from learning activities carried out at the fourth meeting which was held on March 13th, 2022, by the established learning implementation plan. At the fourth meeting, the students were given group assignments to made a type of text *"descriptive text"* with the theme of historical heritage with a different place theme.[30] Where each group is asked by the writer to made an assignment, according to a predetermined theme. However, in this group assignment, the writer still gives value to individuals, not groups. For group assignments, it is listed on the students' attitude score.

---

[28] Look at the Learning Implementation Plan in Appendix 5 for the result of the fourth meeting.
[29] Look at Group Assignments Appendix 7.
[30] Look at the Learning Implementation Plan in Appendix 5 for the result of the fourth meeting.

2. The Advantages of Applying the CTL Method in Teaching Descriptive Paragraph Focused on Language Features by the Tenth Grade IPA MA Ma'arif Klego

After applying the CTL method, it turned out that several advantages were found during the research process. These advantages can be said to be part of the effect of using the CTL method. The following are some of the advantages of using the CTL method that the writer obtained from the process of analyzing the advantages of using the CTL method from a syntactic point of view as follows:

Table 4.6
Syntax of the Advantages of CTL Method

No.	The Syntax of CTL Method	The Description of Advantages
1.	Constructivism	a. Provide opportunities for the students to express ideas explicitly using the students' language; b. Provide experiences related to ideas that the students already have or the design of activities tailored to the student initial ideas so that the students can expand their knowledge; c. Provide opportunities for the students to try new ideas so that the students are encouraged to gain confidence by using various contexts; d. Encourage the students to think about changing ideas after realizing progress and giving the students; opportunities to identify changing ideas; and e. Provide a conducive learning environment that supports the students expressing ideas.
2.	Inquiry	a. There is an increase in memory and understanding of learning materials; b. Improve students' problem-solving skills in new and different situations; c. The students have sufficient time to assimilate and accommodate any relevant information obtained so that their knowledge is more stable, broad, and deep; d. Provide indirect encouragement to students to work together, be objective, honest, confident, and full of responsibility; e. Provide opportunities for students to ask questions about material that has not been understood, find new material, or add new insights; and f. The teachers help the students to increase the students learning motivation.

3.	Questioning	a. Stimulate the students to train and develop thinking power, including memory power; b. Develop the students' courage and skills in answering and expressing opinions; c. Provide opportunities for the students to ask questions about material that has not been understood, find new material, or add new insights; and d. Questions can attract and focus the student's attention, even when the students are noisy, the sleepy students regain strength and lose sleepiness.
4.	Learning Community	a. Instilling cooperation between the students; b. Fostering tolerance among the students; c. Instilling a helping attitude among students; d. Instill an attitude of responsibility, discipline, and self-sacrifice; e. Reducing the student's anxiety about lessons that have not been understood; f. Can enable the teachers to pay more attention to the students as individuals and learning needs; and g. Provide opportunities for students to develop a sense of respect and personal respect for friends, and respect the opinions of others.
5.	Modeling	a. The students can understand the concepts that have been given; and b. Presenting models (pictures or examples) in the learning process.
6.	Reflection	a. It is useful to channel the aspirations of the students in the learning process that is ongoing or has been carried out; b. The students can express the learning process that has been carried out whether it goes well or not; c. The students get satisfaction because can get the learning system are interested in; d. A room for positive expression; e. Give the students many opportunities to question material that has not been understood; f. Reflection is useful as a class or group review; g. Provide an overview of the situation and condition of the class, what happened to the students and the problems encountered; h. Can highlight the potential of each student/individual or group; i. To improve continuous and tiered evaluation activities of the teacher performance;

		j. A place for establishing positive, constructive communication between the students and the teachers; and k. The teachers can map the students according to character and comprehension, group division, giving material, and evaluating learning.
7.	Authentic Assessment	a. The students more clearly know obligations to master the tasks given; b. The students are motivated to work collaboratively; c. The teachers can find out where students' advantages and disadvantages are; d. Improve the teaching and learning process; e. Monitor the improvement experienced by the students; and f. Assessment is done directly, through learning activities and learning objectives.

From the table above, the writer describes the points above below based on what the writer obtained during the research and supported by various data as follows:

a. Constructivism

After applying the CTL method in classroom learning, it turned out that the use of the CTL method affected the students learning process in honing writing skills. This is seen when the writer makes observations and interviews the teachers and the students. It turned out that the CTL method was accepted by both the students and teachers. This is in line with the statement of the subject teachers, which stated that:

> "Many changes occurred in several meetings after using the CTL method. Where in the use of this CTL method the students became active, the students sought information, the teachers only direct, and if the students do not understand ask. Unlike before the implementation, where the teachers were much more active and the students tended to be lazy, the students became more organized after using this method. Although it took a lot of time in the writing process but gradually changed, the number of errors in writing is not as much as before. And this has a very positive effect on improving the student's writing skills in English lessons, gradually improving the appearance of students' language features to be much better."[31]

From the statement presented above, it can be said that the use of this CTL method can be increased changes in the students' language features. The students became

---

[31]Look at Interview Transcript of the Teacher's 04/I/17-04/2022 at Appendix 1.

enthusiastic about the learning activities in the writing class. So the students' writing skills are slowly increasing quite rapidly. This can also be seen directly on the students' worksheets in the attachment of the students' scores, individually and groups.[32]And the students' scores are also clearly displayed in the learning implementation plan, where the students experience a very significant increase in grades. The value obtained by the students had been designed according to the points that have been given by the teachers.[33] The points that have been designed must have been decided long ago by the teachers before the learning process is finally implemented. So, before the learning process takes place, the teachers have prepared various things needed when want to enter class.

From that statement, it can also be said that three components have advantages in using CTL: constructivism, inquiry, and questioning. In the constructivism component, the students have shown role as students to be active, creative, and productive, and it is the same as stated in the statement above, and in this condition, the students' had plenty of time to explore and find concepts and make it easier for the students to understand the material. Not only that, in the inquiry, the writer also found that the students had done what the teacher had asked to develop the material provided, and the students' agreed to this without hesitation, then the students' searched and found the results by the directions given, as well as the benefits the students, the students feel involved in the learning process. For the three components, namely questioning, wherein the observation process writer also finds various questions asked by the students regarding what points are needed, the advantages obtained in this component are that the students can be more active in asking some questions.

Some of the advantages of using the CTL method is that it can give a good impression on the students and the teachers. Where in the use of this method the students

---

[32] Look at Individual and Group Student's Assignments in Appendix 6 and 7.
[33] Look at the Learning Implementation Plan in Appendix 5.

are required to transfer skills in sharpening minds to writing skills, as well as correcting little by little mistakes that are often made. This is done by the teachers when giving some assignments to students to practice writing skills. Where the students are guided slowly to begin to master the writings one by one which is then given to the teacher to be given a grade.

In this case, it can also be seen that several important components are very strong in CTL, one of which is when the teacher gives assignments and students work to be able to practice writing skills. From some of the tasks that the teacher has given to the students to improve writing skills, it turns out that very good changed can be made. And the students' mastery of language features can be counted slowly began to increase. This happens because the use of the CTL method is well accepted in the learning process.

This CTL method is very good for teaching in the writing class, where in this writing class, the teachers deliberately take material about *"descriptive text"* where this descriptive text has important points that can hone the students' writing skills, such as the use of tenses, verbs, adjectives, and improving the language features of the students'.

b. Inquiry

In teaching this descriptive text, it is still related to the writer title the implementation of the CTL method in teaching descriptive paragraphs focusing on language features. Where in the material taken, the writer collaborates with the teachers to oversee the course of this research activity so that it can run smoothly without any obstacles. Thus, the benefits obtained from both the students and the teachers are visible when the writer made observations every week.

Where the learning process took place in the classroom, the teachers are also still guiding the learning process. So, in this case, the teachers do not just let the students go. Although in the use of this CTL method, the students act actively and the teacher only helped the learning process in the classroom. However, here the teacher also took part in

the learning process in the classroom using the CTL method. The advantages obtained by the writer when conducting observations and interviews, where the writer gets a statement from one of the students who stated:

> "Maybe just a little, the rest does not matter. The presence of the writer here gave a beautiful touch to all of us. Moreover, when we are invited to study, the writer is here and allowed us to explore more of the material that has been presented, even though it was only given a little explanation and then we developed it. Here we are more enthusiastic about carrying out the learning process that has been given. Although the impression took a long time, the writer very painstakingly gives directions to us. By using the method provided by the writer, it is possible to explore the hidden potential that exists within us so that it can be directed properly."[34]

From this statement, the writer can conclude, that the students are very enthusiastic about the use of this CTL because using CTL can allow the students to be able to make writing look better. The use of CTL in the writing class can give a good impression to the students in improving the language features the students' and can explore the hidden potential that exists within each students'.

c. **Questioning**

The advantages obtained are very meaningful for the students because the students are required to capture the relationship between learning experiences at school and real life. Where in this advantage there are points that have a very positive effect on both the students and the teachers. By using this CTL method, the writer and the teachers get feedback from the use of this CTL method, such as statements that have been obtained in the following interview process:

> "From the application of this method, the students became more creative in honing the students' writing skills. The students became more active in the classroom, unlike in the learning process before using this CTL method. The value of the students' had increased, and the error rate in writing slowly began to disappear. This is because the students are always trained slowly in writing English."[35]

From this statement, the writer concluded that there are several important points regarding the advantages of using the CTL method. The use of this CTL method turns out

---

[34] Look at Interview Transcript of the Student's 01/I/17-04/2022 at Appendix 1.
[35] Look at Interview Transcript of the Teacher's 04/I/17-04/2022 at Appendix 1.

to be able to provide opportunities for the students to be active in exploring potential, guiding the students to think critically and creatively, guiding the students to understand the material provided, and choosing information based on the students' needs with the directions that have been given, directing the students to enjoy the learning process using the CTL method, directing when given a task, both individually and in groups.

As for the statement from one student who argues about the use of the CTL method, it is as follows:

> "With the use of this method, all the students become challenged and more and more explore creative ideas. By using this method, slowly our writing skills can have a positive impact, previously students were never careful in writing, using this method, as well as the directions given by the teachers, then revised by us, thank God our writing level has changed tremendously."[36]

From the statement above, it can be seen that the CTL method is very well received by the students and gave an important impression in the learning process that has been carried out during the application of this CTL method in honing writing skills, and improving the students' language features can experience extraordinarily changed.

The advantages obtained after applying the CTL method in this writing class are that the point lies with teachers when allowing the students to think critically and creatively, and this has been fulfilled by the students. The teachers also guide the students to understand the material that has been given, so in this case, after the teachers explain, then the students are asked to develop it or even study it further with the direction and guidance that has been directed by the teachers, and this has been fulfilled. Then, the teachers sort out which material must be met by the students, this means that the teachers provide material boundaries so that do not develop beyond the material being discussed, it is very feared that if are not given lines, the students deviate from the material that has been given, and at this point, the students got through it well. The next advantage lies in the direction that allows the students to enjoy the learning process, let it flow with what

---

[36] Look at Interview Transcript of the Student's 02/I/17-04/2022 at Appendix 1.

want, and provide opportunities for the students to develop students', writing skills in learning activities using this CTL method. And this last point is an extraordinary advantage, an advantage that can change the students' thinking patterns about English lessons, where at this last point there is an explanation of how the students enjoy the learning process by honing writing skills through several assignments given by the teachers, both assignments individual or groupmates.

d. Learning Community

For giving assignments, the teachers also began to familiarize the students by allowing the students to work together with their friends *"sharing"* this is aimed at forming a *"learning community"* for the students. Where the learning community in question is where the students can help each other or work together in exchanging information about what get from friends. The advantages gained from this application help the students reduce the anxiety experience when do not know about the material and can help each other. However, before giving the material, usually, the teachers first gave some points or *"modeling"* this is done so that the students can understand how the concept of the learning.

This is also found in the data obtained by the writer. When conducting observations, during group and individual activities, the students were asked by the teachers to form small teams consisting of 3-4 students, with each group being given a *"model"* or *"picture".* Then the teachers ask students to develop it into the form of *"descriptive text"* with friends.[37] Where these activities are carried out well, it can be seen that when the students are asked to work on the questions given, the students tend to be excited. This is because the formation of groups can evoke an attitude of mutual help, cooperation, and mutual responsibility can be seen clearly.

---

[37] Look at Observation Transcript 04/O/06-04/2022 at Appendix 2.

e. Modeling

The purpose of using the CTL method is that both the teachers and the writer want to see how much change is experienced by the students before and after using the CTL method. It turned out that, after using this CTL method, it turned out to have some very rapid advantages, even in this case the value of the students' experienced a very rapid change, from some real changes in the research environment, both the writer and the teachers were happy with obtained.

Real change can be obtained from several changes in writing scores, both in individual and group assignments, and the students experience extraordinary changes. Apart from several points that have been mentioned by the writer, the writer gets some positive impacts from the beginning to the end of the study, the writer feels that the students experience a lot of changes.

The changes that have occurred from the beginning to the end, the writer feels that the students became more responsible, more active, more enthusiastic, more active and creative, and tend to compete in producing writing which is later given to the teachers to get good grades. The writer feels that he gets extraordinary appreciation because the students feel very happy and even the students' invited the writer to participate in the learning process that occurs. Not only that, but the writer also feels happy, because the method that has been offered is accepted by both the teachers and the students.One student stated that is still attached to the writer heart said:

> "With the presence of the writer here, it gave a beautiful impression to all of us. Moreover, when we are invited to study, the writer is here and allowed us to explore more of the material that has been presented, even though it was only given a little explanation and then we developed it. Here I also feel challenged by the new things brought by the writer. Although the impression took a long time, the writer is very painstaking in giving directions to us."[38]

---

[38] Look at Interview Transcript of the Student's 03/I/17-04/2022 at Appendix 1.

From the statement above, the writer gets feedback that this CTL method gets a very good impression on all students. This is because the students feel that the use of the CTL method has a good impact on change in the students' conveying of what is in daily life. Moreover, the use of the CTL method is applied with the aim that the students can get to know themselves, and be able to find out how many skills the students have in honing level of creativity. The use of the CTL method is the same as helping the students to get closer to the environment or even daily life.

f. Reflection

The use of this CTL method had a very positive impact on the students and teachers, where with the application of this CTL method the goal is that everything that is done must be interrelated, relate the learning process to everyday life, know how to apply it in life, transfer what is known, cooperate, and increase knowledge, skills, values and even attitudes in doing something. It also indicates that the positive impacts that have been mentioned have been included in the process of *"reflection"* and *"authentic assessment"*. The advantage is that from these two components, reflection produces benefits for the students to ask something, reducing ignorance about the material. Usually, *"reflection"* is done after the learning process ends, to know how sharp the students' memory is. As well as what is contained in the actual assessment, the advantages obtained are to see an increase in the student's understanding of the material provided through assignments.

Without this base, it can be said that the use or application of the CTL method cannot be said to be successful. However, in this case, when the writer conducted the research, all of these points had been met so it can be said that the application of the CTL method had a very positive impact on the learning process in the classroom.

Some of the important roles that were obtained in the research process also gave an impression to the writer because, the use of the CTL method that has been offered to improve the student's writing skills, as well as improve the language features possessed

by the students' has succeeded in getting a good place, and gives an important impression for the students and the teachers. With the use of this CTL method, it turns out to have a positive impact on the students. So, able to make the students more active, creative, and critical, and increase ambition in conveying think and develop it into a paragraph.

This can be seen directly from the students' assignments that have been given by the teachers, and from the results of the assessment, the student's scores have changed very rapidly. This is inversely proportional to before the CTL method was applied in the learning process. Where before the use of this CTL method, the students' writing levels tend to experience a lot of errors in writing. It can be seen from the archive of students' scores.[39] Where in the students' score archive it is clear that the students can fulfill every point that has been determined by the teachers.

So, after using the CTL method, the students became better organized than before using the method. Where before the use of this CTL method, the teachers had not determined what important points were used as a benchmark for the assessment that must be met by the students. This is different from the use of the CTL method, where in the assessment process here, the students must fulfill many important points so that can be made the students more organized, so are not careless in doing something.

This is so that the students can be responsible for what has been started, and ends with an explanation that has been formed. So that what is done can give a beautiful impression on the heart and mind. And apparently, it succeeded in made the students' confidence, so that the students could fulfill various important points in the learning process.

---

[39] Look at Documents Data 01/D/13-04/2022 at Appendix 8.

g. Authentic Assessment

In the learning process, this is noted in the learning implementation plan and the syntax. Where the teachers must conduct several assessments consisting of aspects of attitudes, aspects of knowledge, and aspects of skills. Where there are several important points listed in the three points it must be fulfilled.[40] It also enters into the process of *"reflection"* and *"authentic assessment"*. The advantages of these two components are that reflection has the advantage of allowing the students to ask questions, and reducing ignorance about the material. Usually, *"reflection"* is done after the learning process ends, to know how sharp the students' memory is. And what is contained in the *"authentic assessment"* is the advantage obtained, namely seeing an increase in the student's understanding of the material provided through assignments. With the points contained in the learning implementation plan as well, the teacher finds it very helpful, especially if before using this CTL the teachers only assesses the overall students' work without paying attention to several important aspects that are contained and must be fulfilled.

So, with the presence of the writer in the research location to want to provide a solution to the existing problem, the writer finally offers the CTL method to be used in the learning process in the writing class. With the use of the CTL method, it turns out that the student's grades, even the students' writing can slowly experience very rapid changes, and the language features contained in writing began to improve, as well as the ability to hone thinking, the level of creativity is well directed.

---

[40] Look at the Learning Implementation Plan in Appendix 5.

3. **The Disadvantages of Applying the CTL Method in Teaching Descriptive Paragraph Focused on Language Features by the Tenth Grade IPA MA Ma'arif Klego**

   After applying the CTL method, it turned out that several disadvantages were found during the research process. These disadvantages can be said to be part of the effect of using the CTL method. The following are some of the disadvantages of using the CTL method that the writer obtained from the process of analyzing the disadvantages of using the CTL method from a syntactic point of view as follows:

Table 4.7
Syntax of the Disadvantages of CTL Method

No.	The Syntax of CTL Method	The Description of Disadvantages
1.	Constructivism	a. The students construct knowledge, it is not uncommon that the students' constructions do not match the teachers causing misunderstandings; b. Sometimes the students feel confused when the teachers ask about the material; c. The students have difficulty changing the teacher's beliefs that have been structured using old methods for years, so it takes time to adapt new techniques such as CTL; d. It took a long time and each student requires different handling; e. The teachers find it difficult to provide concrete and realistic examples in the learning process; f. The teachers do not want to change in using the learning model; and g. The teachers think that learning; and constructivism took more time.
2.	Inquiry	a. The searching and gathering of information may take a long time or even much longer than if the teachers immediately told the students about the information; b. The students can deviate from the original goal because are not used to doing it; c. It takes time for the students to adjust; and d. All the efforts and hard work made by the students and groupmate turned out to be wrong, wrong, incomplete, or not good; e. It is difficult to encourage the students to think critically. The teachers who find it difficult to encourage students to think critically; f. The teachers often find it difficult to adjust the allotted time, and the level of the student's intelligence is still not honed; and

		g. The teachers are still in the habit of applying the previous method and lack supervision during the groupmate formation process.
3.	Questioning	a. The students feel afraid, especially if the teachers are not able to encourage the students to be brave, by creating an atmosphere that is not tense, but intimate; b. It is not easy to make questions that are appropriate to the level of thinking and easy for the students to understand; c. Time is often wasted, especially when the students cannot answer questions; d. There may not be enough time to question every student; e. The teachers need new techniques in developing questions and answering questions; f. The continuous question and answer process has the potential to deviate from the subject matter being studied; and g. The teacher does not know for sure whether the students who do not ask or give answers can be understood or not.
4.	Learning Community	a. Group work often only involves the able students because can lead and direct friends who do not understand; b. The formation of a good study group is not easy to do; c. There are passive groupmates who are detrimental to group performance; d. Sometimes there is competition between groups that is negative which creates hostility; and e. The teachers must first have made a careful plan about group activities that be carried out by the students.
5.	Modeling	a. Some of the students still have difficulty understanding the concepts that have been given; and b. Not all concepts/teaching materials can be shown as modeling.
6.	Reflection	a. The students do not use the time that has been given by the teachers as well as possible; b. The teacher does not have much time to answer the students' questions one by one; c. The teachers still have difficulty and are overwhelmed in bringing order to the students; d. The teachers do not attract the students' interest; and e. The teachers have not tried to get to know the students more closely.
7.	Authentic Assessment	a. There are the students who do not fulfill the assigned tasks;

		b. There are the students who tend to copy groupmate assignments; c. The teachers who use actual assessment in the classroom are required to further develop education and professionalism; d. Requires intensive time to manage, monitor, and coordinate; e. Difficult to coordinate with established educational standards; f. Challenge the teachers to provide a consistent scoring scheme; and g. Subjective nature in giving value tends to be biased.

From the table above, the writer describes the points above below based on what the writer obtained during the research and supported by various data as follows:

a. Constructivism

In this component, the writer gets data about the disadvantages obtained during the process of applying the CTL method. The writer gets results that state that the students still have difficulty when seeking knowledge, it is not uncommon that what the students get is not from the teachers, causing misunderstandings, and sometimes the students still feel confused when the teachers ask about the material. Other problems that arise amid the learning process occur, such as the students having difficulty changing the beliefs of the teachers who have been structured using the old method for years, taking a long time to get used to the use of new methods, and the teachers still having difficulty giving concrete examples and realistic in the learning process, and the use of this CTL method requires additional time from the specified time.

In using the CTL method, the teacher must also have creativity in planning learning and choosing the right method. However, what the teachers find is that are lazy and do not want to develop, which is very difficult. The next problem is that the students need time to adapt to the learning process, because of the use of the new method. This is the same as the students' statements when the writer tries to ask questions about the learning process before and after using the method, and the writer gets the following feedback:

"The teachers way of teaching, if may be honest, is very boring. So, every lesson it feels very lazy to join the study. The way of explanation is sometimes long-winded. And when using the CTL method. So, according to the students, it took a long time, but the teachers and writer were very patient in giving directions to the students."[41]

From the statement that had been conveyed above, the writer catches that before and after applying the method, it still took time for the students to accept the existence of a new method during the learning process. Although the writer received feedback stating that the students' felt that applying the CTL method students felt that it took a lot of time, and while the time available was very limited, this is true. Even things that happen cannot be avoided, with disadvantages like this, in the future it must be used as a lesson so that it does not keep repeating itself.

The teacher and the writer work together to realize the learning process with the CTL method so that it does not seem like a waste of time, here the writer also agrees that the time that had been prepared is really by what has been previously agreed. Even so, deficiencies like these are used as evaluations for both the teachers and the writer so that the future can be more consistent in dividing time into activities such as opening activities, core activities, and closing activities.

The next step that must be prepared by the teachers must also be mature, intelligent teachers must be able to arouse the students' mindsets, develop activities, arouse students' curiosity, and form groups. These things may help reduce the losses caused by the learning process. Maybe with these steps, it can minimize the limited time.

b. **Inquiry**

In this component, the writer gets data that contains statements about the disadvantages experienced by the students and the teachers when using the CTL method for writing classes. For the various disadvantages obtained by the writer at the time of conducting the research, the writer gets the data that the search and collection of

---

[41] Look at Interview Transcript of the Student's 01/I/17-04/2022 at Appendix 1.

information took a lot of time. The students also deviate in determining the materials, and the students also need to adjust the method, so the teacher's efforts to encourage students to think critically are also difficult for the teacher. Not only that, but the writer also found that when applying the CTL method in the classroom, the writer found that teachers had difficulty dividing time and still had the habit of applying the old method.

These problems make disadvantages in the use of the CTL method appear at the time of implementation. The problem with this inquiry component is still the same as the previous component. The problem with implementing CTL still needs to be polished to be accepted and both the teachers and the students are trying to adapt. However, this has always happened before, because the use of the CTL method is still relatively new among the students and the teachers.

In this case, the teacher's role is very necessary, if the teacher can get used to it slowly and start reducing the methods used previously, the students likely follow suit, because, help the students to slowly adapt because the teacher began to invite the students and guide the students so that the students can follow what is directed. However, what happened was the same as before the use of the CTL method. The teachers still often repeat the previous method when using the CTL method. This the writer found when the interview process was carried out, and the writer got feedback such as:

> "The teacher's opinion of the CTL method, it turns out that the teacher never knew about CTL. Back to the point, the teachers also did not understand what the method was. Of course, some differences occurred before and after the use of the method, previously the teachers was more active and the students tended to be lazy, and after using this method the students became more organized."[42]

From the statement above, the writer can capture what is meant by the English subject by the teachers regarding learning methods. The writer finds that the teachers do not understand well about the use of the CTL method, so the teachers still often unconsciously re-enter the previous teaching method when the CTL method is being

---

[42]Look at Interview Transcript of the Teacher's 04/I/17-04/2022 at Appendix 1.

applied. Both the teachers and the students certainly felt a very significant change after using this CTL method in the classroom. However, at this stage, the teacher must be more consistent with the use of this CTL method. In this CTL method, it would be better if the teacher's lack of caution in applying this method needs to be addressed again so that it is not combined with the previous method. This is done so that the teachers and the students can feel the use of this CTL as a whole. As for what needs to be addressed, namely improvements in forming and developing learning concepts, encouraging the students to think, avoiding the previous method so that the CTL method can be seen, and utilizing the methods applied.

c. **Questioning**

In this component, the writer gets data that contains that the students feel afraid when there is a questioning stage, especially if the teacher is not able to create an atmosphere that is not stressful, has difficulty making questions, and wastes the opportunity given. Not only that, there are things that need to be revealed again, such as the teachers who still need new techniques in developing questions and answering questions. The continuous question and answer process also has the potential to deviate from the subject matter being studied.

These disadvantages occur, both before using the method and after using the method because during the questioning process, most of the students rarely ask something during the lesson. The students tend to never ask, even if one of them does not know, the students tend to be silent without asking, and this becomes a protracted habit.

This is the same as the results obtained by the writer when was in the field and getting data that the students were allowed to ask questions that according to the students there were things did not understand.[43]However, after the opportunity was given at the beginning of the meeting until the end of the meeting, the students still did not take much

---

[43] Look at Observation Transcript 04/O/06-04/2022 at Appendix 2.

abuse of the opportunity. It is just that one of the students tried to take abuse the opportunity, but if you pay attention, even if someone asks, the same students kept asking questions, and the other students tend to be silent.

In this case, the disadvantages that occur in terms of this stage, there is a need for improvements that must be made by the teachers, namely the teachers must be able to provide many opportunities or try to provoke the level of the student's curiosity, the teachers must also be able to see how the student's progress towards the knowledge that had been given, and the teachers must be able to encourage the students to dare to express opinions. This deficiency can certainly be overcome properly if the teachers themselves can invite the students to be more creative, and critical.

d. Learning Community

In this component, the writer gets results that contain the problems experienced, such as group work that often only involves a few students, but only one of them is active, and the others tend to be passive and take advantage of group mates. The other disadvantages that the writer found in the application of the CTL method, such as the students taking a long time to understand all the material, and the teacher must first plan so that the activities carried out are appropriate, but often uncontrolled.

The deficiency that occurs during the learning process is what causes the students' to often find it difficult even though the teachers try to implement group formation, the students also still find it difficult especially since there are students who still often rely on friends compared to help solve existing problems. This is what made students feel that the results obtained are by hope.

The formation of groups aims to help the students, as well as increase the attitude of cooperation and responsibility that the students have. This is by the results obtained by the writer when making observations. The results of the observation stated that "the purpose of forming groups is made, to make it easier for the students to find the

information."[44] However, in reality, there are still many of these students who use friends in the formation of group assignments that have been determined by the teachers.

The disadvantages contained in this component can be overcome if the teachers can encourage the students to find material, the teachers help the students by encouraging the students to apply the results of the material obtained and emphasizes the students to get the material. However, on the same occasion even though the teachers had tried to help, the students still did the same thing, every time was given the opportunity, most of the students did not ask questions until the learning process ended.

e. **Modeling**

In this component, the writer gets data in the field in the form of several problems encountered when the use of the CTL method is applied in the classroom, this is in the form of not all concepts or materials for the learning process can be shown as models in learning, for example when the teacher wants to give an example of something in the form of material that already prepared, the teachers usually prefer to bring a photo or picture. The disadvantage of the media is that the students usually have difficulty developing material, this difficulty is due to the lack of a network when want to develop material and seek additional information.

Not only that, as for some other disadvantages obtained by the writer when the writer conducts research, such as, the teachers need mastery of the material and competencies that be given, so need practice before being delivered to the students and without mastery of these materials or competencies learning not to be meaningful. This cause the process of delivering material to be constrained in the middle of the learning process.

---

[44] Look at Observation Transcript 04/O/06-04/2022 at Appendix 2.

The disadvantages faced can make it difficult for the teachers when the students ask questions, while the teacher is constrained in mastering the material that had been presented. This is by the data obtained by the writer, who said that:

> "The writer prepared 5 pictures and then asked the students to describe the pictures with group friends. And from this activity, the students may ask questions that are not yet known so that the students do not get confused in working on the questions given."[45]

From the observations obtained when the observations were made, the writer used pictures to facilitate the learning process, after which the students were asked to describe the pictures with a group of friends. The use of pictures aims to provide fluency, but even though the writer provides pictures to describe the students, it still took a lot of time, plus when doing assignments, the students experience some problems.

Of course, deficiencies occur due to the lack of attention from the teacher in helping and supervising the students while teaching. This can be addressed if the teacher can overcome or even prevent things that can hinder the process from taking a lot of time. There are several things that the teachers must understand, such as paying attention to the emotional development, and social and mental adaptation of the students'.

f. Reflection

In this component, the writer gets data from the field regarding the problems faced by the teachers when the learning process is in progress. The problem that occurs is that the teacher does not have more time to answer questions one by one from the students. Not only that, in classroom management, the teachers are still having difficulties and are overwhelmed in bringing order to the students, the teachers do not attract the students' interest, and the teachers have not tried to get to know the students more closely. This is what causes the teachers to feel overwhelmed to make reflections.

---

[45] Look at Observation Transcript 04/O/06-04/2022 at Appendix 2.

Problems faced like this cause the teachers to become confused when want to give feedback, especially if one of the students asks a lot of questions and time is not sufficient. So the teachers limit the number of questions that the students want to ask. As the data that has been obtained by the following writer:

> "The students still need the teachers to supervise and assist the students in various activities carried out by the students. It aims to be able to provide direction.[46] And from this activity, the students may ask questions that are not yet known, so that the students do not experience confusion."[47]

From these data, the writer states that at every meeting the teachers always provide opportunities for various meetings held with the aim that the teachers can provide some reflection so that it can be seen what needs to be addressed in the way the teachers teach and how the students develop. It aims to help improve the order in teaching.

As for when the learning process took place, an unavoidable deficiency is that students do not take advantage of the time that has been given by the teacher as well as possible. So, the process of *"questioning"* is still ongoing, but the students do not take advantage of the opportunities that have been given. This is done to give the teacher an evaluation of what needs to be addressed. This process, be used as an assessment process.

In this stage, the disadvantages that must be considered correctly by the teachers are that the teachers must help the students to concentrate, it takes patience and patience in dealing with the students, and this can be used as a reflection to direct the next goal in continuing the learning process.

g. **Authentic Assessment**

In this component, the writer finds that the students try to be active in class only because they know that every activity carried out is assessed by the teachers. In the authentic assessment in the classroom teachers are required to further develop education and professionalism. The authentic assessment has a bias on the assessment. And there

---

[46] Look at Observation Transcript 05/O/17-04/2022 at Appendix 2.
[47] Look at Observation Transcript 04/O/06-04/2022 at Appendix 2.

are several other disadvantages obtained by the writer such as there are students who do not fulfill assignments, cheat or copy friends' assignments.

The disadvantages obtained from the actual assessment are that the teachers must be able to motivate the students, put more emphasis on various activities and the students learning experiences, give the students freedom, and emphasize the integration of the student's attitudes, knowledge, and skills. The writer also gets data about the actual assessment which contains various students learning activities as stated in the design to get the results of the student's assignment scores, and these values can be seen directly in the learning implementation design.[48]The values generated from data collected by the writer were obtained when conducting observations, and after going through various stages, the desired results were clearly stated in the design of the learning implementation.

In this case, to overcome these disadvantages, it is the teacher's job so that the actual assessment can run well, namely using the teacher being able to understand the character and grasp the power of the students, divide groups correctly, provide appropriate material, and provide learning evaluations. This maximizes the value-taking process. And this can be a good communication forum for the teachers and the students. At this stage, the teachers maximize the task of being able to direct students properly and correctly. For the various obstacles experienced, the writer greatest hope is that this can be used as an evaluation for the teachers and the writer, to make more efforts to be able to direct the students.

---

[48] Look at the Learning Implementation Plan in Appendix 5.

C. Discussion

1. The Application of the CTL Method in Teaching Descriptive Paragraph Focused on Language Features for the Tenth Grade IPA MA Ma'arif Klego

Writing is one of the four skills in English. Writing is also a communication tool in the form of writing or it can be said as a written communication tool. Writing is a skill that everyone should have. Writing in English is the most difficult skill, because, in writing, students must have other skills such as vocabulary, language features, spelling, etc. Before teaching, of course, the teacher must provide some points that must be mastered by students in writing lessons.

This is the same as what Atell said in a workshop on writing skills, which stated that writing takes a long time. Things that the students need to pay attention to in writing are working through each of the stages such as outlining ideas, writing a list of concepts, submitting the results of writing to the reader, then revising the initial work based on the feedback that has been received.[49] The quotes contained in the workshop have explained the stages in carrying out the writing process. So, the writing process takes a lot of time. The amount of time needed in making an article of course be used by a writer to revise his writing back and forth before it is finally published.

As for what needs to be considered in writing, the writer must know the types of texts from writing skills, such as narrative texts, descriptive texts, exposition texts, and argumentative texts.[50] Not only that, in the 2013 curriculum there are several types of texts consisting of procedure texts, recount texts, narrative texts, report texts, and descriptive texts.[51] Of the several types of texts that have been listed, the important components that the

---

[49]Yan Zhang et al, *Adversative and Concessive Conjunctions in EFL Writing Corpus-Based Description and Rhetorical Structure Analysis*, EBook (Shanghai, China: Springer, 2021), 1. https://doi.org/10.1007/978-981-15-7837-3.

[50]Anggun Wicaksono, "Improving Student's Ability in Writing Recount Text Through Contextual Teaching and Learning Approach at The Second Grade Student of XI Exact 1 of SMAN 2 Palopo" (Thesis, Makassar, Islamic State Universityof Alauddin Makassar, 2016), 13-14.

[51]Bella Putri Mendale, Endang komariah, and Siti Sarah Fitriani, *"Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text,"* (December, 2019), 184-185.

writer needs to know include content, organization, vocabulary, language use, and mechanics, which are found in important components that need to be considered by a writer.[52] This is because the writer must understand exactly what type of writing wants to create, so that the writer knows what components are needed in each step of the writing of the write. This process is carried out so that the contents of the writing to be created do not spread everywhere.

For the writer, of course, before writing, it is necessary to pay attention to several parts that must be understood first. So, before the writer forms a paragraph, of course, the writer needs to make points first to be used as a benchmark for his writing. The parts of the paragraph that need to be considered by the writer, namely the writer must be able to distinguish between the main idea, supporting sentences, and closing sentences.[53] This is done so that readers do not feel confused when reading the writings made by the writer. As is the case when the English teachers at MA Ma'arif Klego, when wants to give an assignment, the first gives a keyword (clue) intending to stimulate the students in developing ideas in forming a complete paragraph that can be understood by the reader.

The things that must be mastered by the writer are during the writing process, such as pre-writing, drafting, revising, editing, and publishing.[54] After some of these stages are understood, then the writing process is carried out easily. This is because, before writing, the writer first understands what the writer makes, and the writing is formed into the stages of writing skills.

In the teaching and learning process, of course, you are familiar with the method, in this study, the writer chose to use the CTL method. CTL is defined as a concept that helps the teachers and the students relate meaning and real-world situations to the subject matter in the right way. Context-appropriate material can attract the students' motivation and

---

[52]J. R. Haeton, *Writing English Language Tests New Edition* (London: Longman, 1988), 1-12.

[53]*"Paragraphs"* (Online), (https://library.unimelb.edu.au/libraries/bee, accessed May 19, 2022).

[54]Sharon Sorenson, *Webster's New World Student Writing Handbook Fifth Edition* (American: Wiley, 2010), 3.

interest to learn because it can help the students enrich knowledge and improve critical thinking in writing. The CTL approach is a learning philosophy that emphasizes the interests and experiences of the students.[55] This can be seen when the writer conducted the research, most of the students from tenth-grade IPA MA Ma'arif Klego were happy with the application of this CTL method in the writing class. The CTL method is accepted by both the students and the teachers.

The important components contained in the application of the CTL method consist of constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment.[56] Each of the components contained in it is also applied when the teachers enter the classroom to teach, this is obtained by the writer when making observations in the field. In this case, the writer is here to find out more about how to apply the CTL method that the writer has offered to the teachers to be used as a suitable method for teaching writing classes. The writer offers this method with the aim that the teaching and learning process can explore the potential of the students in work, can motivate the students, and allow students to express opinions.

The seven components mentioned above, of course, have respective roles in the learning process. Each component also has an impact on the application of the CTL method such as advantages and disadvantages. Of course, in the use of a learning method, there be various challenges. Challenges like that give an impression in the formation of a process.

Every process that is passed certainly gives a warm touch to changing the existing learning system. With the CTL method, it is hoped that it be able to provide a beautiful touch during the learning process of tenth-grade IPA students at MA Ma'arif Klego. Even though the CTL method seems foreign to both the teachers and the students, who would have

---

[55]Dedi Sumarsono and Muliani, *"Contextual* Teaching Learning (CTL) Approach in Speaking Materials for Students' 21st Century Skill: Does It Have Any Effect?,"* Journal of English Language Teaching (December, 2019), 101. https://doi.org/10.33394/jo-elt.v6i2.2362.

[56]Alfian, *"Contextual Teaching and Learning Approach (CTL) in English Teaching: Its Advantages and Disadvantages,"* Journal Eduscience (February, 2019), 60-61.

thought that a lot of writer have tested the use of this CTL method in the teaching and learning process. The results are extraordinary, although this method seems new during the teaching and learning process at this school, it turns out that the teachers and the students are slowly adapting even though it seems that the writer cannot force the use of this CTL method to be applied instantly. However, this CTL method can be accepted by the teachers and the students slowly and can make some changes.

The use of this CTL method is problem-based, cooperative learning, project-based learning, service-learning, and work-based learning.[57] The CTL method can be said to be the best method in the learning process in the classroom. This is done so that the students can easily carry out learning activities using the CTL method after being given direction by the teacher regarding the use of this CTL method. This also makes the students interested or even challenged to use the CTL method that has been explained by the teacher, because this can cause the students to be more active in the classroom, unlike the previous learning methods that seem monotonous.

Not only the method that needs to be considered, in the teaching process the teachers should know how the learning process is obtained by the students. How do students understand the use of English, what makes the students dislike the lesson. The learning process is hampered not only because of the method used, but also the sensitivity that the teacher conveys whether it has entered the students' minds.

To be able to understand the students, of course, the teachers must first understand the characteristics of the students, whether this the student's mindset affect memory. Moreover, the students' memory of English material is very weak. Moreover, in English there are language features that must be known by the students so that the students understand what is needed when want to do assignments in the form of paragraphs in English.

---

[57]Jauharin Insiyah, "The Use of Contextual Teaching and Learning to Improve Students' Writing Mastery on Short Functional Text" (Thesis, Salatiga, IAIN Salatiga, 2019), 47-48.

Language features are very complex and broad topics because language features are very important in a writer life. This of course can also help the students in doing English assignments given by the teachers because understanding the language features, can help both the teachers and the students to convey thoughts and emotions effectively. It can also be used in a deliberate attempt to grab the reader's attention and also retain it in the long run.

Some language features must be known in the formation of an English sentence, including linking verbs, adjectives, tenses, etc. However, the writer only discusses three points that must be mastered by the students, namely these three points and vocabulary is also very necessary in the formation of an article. This is the same as stated in the book Gerot and Winell. So before writing, the students must be able to distinguish in advance which types of tenses are being discussed by the teacher in class.

Choices in the use of language features also vary greatly depending on the purpose of the text, the target audience, and the wide range of English subject matter.[58]Language features are elements that make one type of text different from another.[59] Not only that, in language features several characteristics must be understood, namely linking verbs, adjectives, and tenses.[60] The characteristics contained in the language features are mandatory for students to learn because some of these characteristics help students to make it easier for the students when given the task of making a sentence or paragraph.

After understanding what is needed in writing, then students must again be faced with the presentation of the material that will be given by the teachers, one of which is about descriptive paragraphs. For the descriptive paragraphs, it is actually not much different from descriptive text, only the naming is almost the same. If the description text provides a complete explanation to the reader about the object in the text. While the descriptive

---

[58] *"What Are Language Features? Examples, Features & Types,"* accessed January 28, 2022, https://www.sampleassignment.com/blog/language-features.

[59]Bella Putri Mendale, Endang komariah, and Siti Sarah Fitriani, *"Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text,"* Research in English and Education (READ) (December, 2019), 184.

[60]Aldila Arin Aini, "The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text" (Thesis, Semarang, 2015), 19-20.

paragraph is describing or describing something. The difference between the two lies in their structure. If descriptive text has three structures (identification, classification, and description), it is different with descriptive paragraphs which only have two structures (identification and description).

A descriptive paragraph is a collection of several sentences that convey a different message from one person, place, or thing. Descriptive paragraphs are characterized by sensory details, which attract attention in a physical sense, and details that attract the physical, physical, or reader's attention. Descriptive aims to describe people, places, and things. Descriptions appear almost in writing because the writer tries hard to make word pictures of the ideas conveyed. As clearly stated by Gerot and Wignell in the book, it is stated that descriptive text has a generic structure such as identification and description.[61] In descriptive paragraphs that need to be considered, namely the structure that exists when the writer wants to form a paragraph, it is necessary to pay attention to important structures such as identification and description. This is because, in the structure of paragraph formation, the role of the two structures is very important.

After various explanations regarding the writing process, the use of the CTL method, language features, and the last descriptive paragraph. Here the writer describe the results of the application of the CTL method in teaching descriptive paragraphs that focus on the language features of the tenth-grade IPA students of MA Ma'arif Klego. As the research results obtained by the writer when researching the application of the CTL method in the writing class focus on the language features of the students. every important stage is never missed from the writer point of view. starting from the opening activities, core activities, and closing.

---

[61]Ika Sastrawati, *"Improving the Students' Ability to Write Descriptive Paragraph Through Draw Label Caption (DLC) Technique,"* Exposure Journal (May, 2015), 58–61.

In the opening activity, the teachers carry out various stages according to the learning implementation plan that has been prepared by the writer, as well as the learning syntax. There are various important stages, such as the teacher opening the class, giving brainstorming, providing an overview of the learning topic, asking for material from the previous meeting, and the teachers asking students' opinions about the topic to be given and the topic that has been given. This is done with the aim of the teacher wanting to know the students' motoric system in remembering the material that has been taught. The opening activity is the beginning, namely as an activity to lighten the atmosphere to make the students feel comfortable, and motivate the students to participate.

The second activity is the core activity, wherein the core activity there are several stages, and these stages are included in the syntax contained in the use of the CTL method. For some of these stages, there are core activities, namely observing, asking, exploring, associating, and communicating. These stages, it is related to constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment. The data can be found in the implementation of learning and assignments that the students have as a tool for assessing students' outcomes.[62] Where in this second activity the process of using the CTL method began to be applied with the aim that the students could develop the material that had been given by the teachers so that it was later developed by the students so that the students could develop material abilities. This makes the students able to do everything independently but still under the supervision of the teachers. So that what the students get does not deviate from the topic of discussion that has been given.

In taking grades the teacher is also very careful and tends to pay attention to the types of assessments such as what has been written in the learning implementation design so that it can be applied and not carelessly in providing evaluations or even assessments of the students. This assessment is authentic where the teachers must use authentic assessments in

---

[62] Look at the Learning Implementation Plan, Individual Studen's and Group Assigment Appendix 5-7.

the classroom and this requires the teachers to further develop education and professionalism as a teacher and not be partial to the students, the teacher must be consistent in determining the value for the students, and this also requires intensive time. to manage, monitor, and coordinate.

The last activity, which is the closing activity, this closing activity consists of several stages carried out by the teachers, such as making sure again by asking students about the students' understanding of the material that has been given, conveying the lesson plan at the next meeting, then closing the class with a prayer. In this closing activity, in almost every meeting the teachers always give some reflections to the students with the aim that the ongoing learning process can provide input to the students on the material that has been given. Repetition of material can also sharpen the motor system of the students.

In the three activities, the use of the CTL method has a major impact on the writing learning process with a focus on language features. The use of the CTL method in writing classes can assist teachers in directing students to be able to express opinions and be poured into the material that has been given. However, in the use of the CTL method, of course there are positive and negative impacts that cannot be avoided, but this can be used as a teachers evaluation material in teaching writing classes.

So, from the three learning activities starting from the initial activity, core activity, and closing activity, each of these activities has its impact. Where from the various impacts obtained, so far the use of the CTL method has succeeded in conquering passive students into students who have an ambitious spirit in honing creativity patterns and critical minds can grow because of situations that cause indifferent attitudes to develop rapidly to become more responsible for what is happening.

After using the CTL method in the classroom for several meetings, it turned out to be able to change the student's perspective on the difficulty of understanding English. This is the same as the results of interviews obtained by the writer when conducting research.

However, even so, the students must continue to hone writing skills by paying attention to language features. This is supported by the findings by Anggun Wicaksono who stated that CTL was very helpful for improving students' writing skills because there was a significant improvement after treatment and students had great enthusiasm in the learning process.[63] This finding is also reinforced by Dedi Sumarsono stating that CTL has enormous potential in increasing students' confidence in learning English.[64] And several other studies have conducted the same research in the use of the CTL method. It is just that the difference lies only in the type of English language skills chosen by each writer.

In the discussion above, the writer concludes that there are things that need to be considered when writing an article, one of which is to pay attention to language features, determine the type of text, then arrange the points needed, after that arrange them into paragraphs by paying attention to the structure of the text. Not only that, every time you want to do the writing process, especially for the students, the teachers, the writer, to other researchers, do what if it can give someone knowledge, or maybe experience. Things like this may seem easy, but know that the writing process is not as easy and not as simple as imagined.

Even to be able to adapt a method that is not even known takes time and all of that requires patience, patience, and tenacity. The teacher's task may seem trivial, but it is important to know that without teachers, the learning process may not run smoothly. It is just that the teachers also need an appropriate method so that they can invite the students in the learning process to take place.

---

[63]Anggun Wicaksono, *"Improving Student's Ability in Writing Recount Text Through Contextual Teaching and Learning Approach at The Second Grade Student of XI Exact 1 of SMAN 2 Palopo"* (Thesis, Makassar, Islamic State University of Alauddin Makassar, 2016), 10.

[64]Dedi Sumarsono and Saiful Amin, *"Contextual Teaching Learning (CTL) Approach Towards Students' Self Confidence in Learning English: Does It Have Any Effect?,"* (Cordova Journal, 2019), 63-65.

2. The Advantages of Applying the CTL Method in Teaching Descriptive Paragraph Focused on Language Features by the Tenth Grade IPA MA Ma'arif Klego

The advantage of using the CTL method is that this method is very meaningful for the students, because, in using this CTL method, the students are required to capture the relationship between learning experiences at school and real life. The important points in the CTL components were found when the writer carried out the research process in the field, the writer obtained data, and each point was stated in the CTL syntax, which consisted of seven, namely constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment.[65] Of the seven points, there are advantages contained in each point, such as:

a. Constructivism

In this component, the advantages found by the writer in every activity that has been carried out in the learning process take place, the advantages encountered such as providing opportunities to express ideas, providing experience, providing opportunities for finding new ideas, encouraging students to think, and providing an environment conducive to the students in expressing ideas.

Constructivism is widely touted as an approach to investigating the students' levels of understanding and to showing that understanding can increase and change to higher levels of thinking. Constructivism refers to how to learn and think.[66] Constructivism describes the way the students can understand the material and also how the material can be taught effectively.[67]

---

[65]Alfian, *"Contextual Teaching and Learning Approach (CTL) in English Teaching: Its Advantages and Disadvantages,"* Journal Eduscience (February, 2019), 60-61.

[66]Nyaradzo H. Mvududu and Jennifer Thiel-Burgess*, "Constructivism in Practice: The Case for English Language Learners,"* International Journal of Education, Vol. 4, No. 3 (September, 2012), 108–118. https://doi.org/10.5296/ije.v4i3.2223.

[67]Roya Jafari Amineh and Hanieh Davatgari Asl, *"Review of Constructivism and Social Constructivism,"* Journal of Social Sciences, Literature and Languages, (March, 2015), 9.

The advantages obtained are to form new knowledge that can assist the students in seeking experience in each learning process.[68] The advantages obtained at this stage can make changes to students and teachers, as the writer mentioned, but the benefits are not solely due to the teacher, but because of the enthusiasm of the students, so that various processes in learning can be achieved.

b. Inquiry

In this component, the advantages that the authors find are an increase in student memory, an increase in problem-solving skills, students have sufficient time, to encourage students to work together, and teachers can also help students to improve student's memory and learning motivation.

Inquiry activities engage the students in an authentic process of scientific discovery. From a pedagogical perspective, a complex scientific process is divided into smaller and logically connected units that guide the students and draw attention to the student's critical thinking features.[69]

For the advantages of this inquiry process, the students can improve skills, and prove that the various activities that have been carried out can provide an overview of how the students prove ability to find learning material by the directions given.

c. Questioning

In this component, the writer found several advantages that were obtained when they were at the research location, the writer found advantages in using the CTL method such as this activity can stimulate the students to train thinking power, develop courage and skills, allow the students to ask questions, and at this stage can also restore the student spirit.

---

[68] Merve Kara, *"A Systematic Literature Review: Constructivism in Multidisciplinary Learning Environments,"* International Journal of Academic Research in Education, (December 31, 2018), 23. https://doi.org/10.17985/ijare.520666.

[69] Margus Pedaste, et.al., *"Phases of Inquiry-Based Learning: Definitions and the Inquiry Cycle,"* Journal Educational Research Review, (February, 2015), 47-61. https://doi.org/10.1016/j.edurev.2015.02.003

The advantage at this stage is the process of learning specific skills or knowledge, to provide a model that can be observed and imitated by every student.[70]So, the students are allowed to ask questions about material or discussions that are not yet known to the students, and the teachers can take advantage of this opportunity to get to know the students more closely.

d. **Learning Community**

In this component, there are advantages such as instilling cooperation, fostering tolerance, instilling an attitude of help, an attitude of responsibility, and reducing students' anxiety. In this case, other advantages are obtained such as the teachers can also pay attention to the students as a whole, and provide opportunities for the students to develop material with friends.

Groups in learning activities allow them to exchange ideas and knowledge to deepen understanding of the knowledge have.[71]In this case, of course, the level of the student's responsibility be seen in such a way. So the teachers just go around to monitor and supervise the students in the teaching and learning process.

e. **Modeling**

In this component, there are advantages obtained by the writer when conducting research in the field, and the writer gets the result that at this stage the visible advantages are that the students can understand the concepts that have been given and the teachers provide learning models in the form of examples or pictures of the material that has been presented.

---

[70]Ahmad Subhan Roza, et.al., "The Implementation of Contextual Teaching Learning (CTL) to Improve the Students' Speaking Ability in Islamic Studies Course," IJALEL: International Journal of Applied Linguistics & English Literature, Issue 8, No. 4 (July 31, 2019), 46.

[71]Ibid.

The advantage at this stage is that special skills or knowledge of learning, provide a model that can be observed and imitated by every student.[72] These advantages are obtained because the teachers try to provide motivation, and during the learning process the teachers have prepared teaching materials such as mastery of the material to be delivered. Some teachers have prepared examples and pictures that be used as tools to support the learning process with the CTL method.

f. Reflection

At this stage there are advantages obtained by the writer, such as the students being able to channel aspirations, expressing the learning process, the students getting satisfaction, giving space in conveying expressions, giving many opportunities to ask questions again, reflection is also used to review the class, provide an overview, find out potential the students, improve the teacher's evaluation, a place to establish communication, can map the students according to character and understanding.

Reflection involves identifying achievements in a situation to look forward to. It increases self-awareness and allows practitioners to see things clearly and make the best decisions. Reflection provides a structure for evaluating learning, allows theories and concepts to take root in practice, and encourages continual thinking and innovation.[73]

From the data obtained, each stage of the activities carried out was by the design of the learning implementation. Every activity cannot be avoided of advantages or disadvantages.

---

[72] Ahmad Subhan Roza, etal., "The Implementation of Contextual Teaching Learning (CTL) to Improve the Students' Speaking Ability in Islamic Studies Course," IJALEL: International Journal of Applied Linguistics & English Literature, Issue 8, No. 4 (July 31, 2019), 46.

[73] Amanda Wain, *"Learning Through Reflection,"* (October 21, 2017), 662. https://doi.org/10.1296/bjom.2017.25.10.662.

g. Authentic Assessment

At this last stage, the writer gets some advantages obtained when conducting research in the field. The writer obtains the advantages of using the CTL method such as the students having an obligation to master the material, the students being motivated, the teachers knowing the students' potential, improving the teaching process, monitoring, and assessment.

Authentic assessment is customizable, flexible, continuous, and cumulative, reflecting student development over time. The assessment process itself is a constructivist learning experience, requiring the students to apply thinking, and skills, understand the nature of high-quality performance and provide feedback to themselves and others.[74]

From the various components that have been mentioned by the writer, each point has a positive role on the students, the teachers, and the writer. Where from the various advantages that have been seen when the data obtained by the writer, then written in such a way, resulted in an answer stating that the use of the CTL method turned out to have a positive impact. However, it is possible that the CTL method also has drawbacks that cannot be ignored.

In every use of the CTL method, of course, the teacher hopes that the use of this CTL method can help improve the student's writing skills, and language features, and can also help the students in writing a whole paragraph. This was obtained when the writer was present for the first time during the data collection process, and the teacher hoped that this CTL method could provide significant changes and be well received by the students.

---

[74]Nneka Rita Nnrom and Theresa U. Okafor, *"Authentic Assessment Metode in Science: Study of Issues for Teachers,"* ANSU Journal of Integrated Knowledge, Vol. 1, No. 1, (September, 2011), 206.

3. **The Disadvantages of Applying the CTL Method in Teaching Descriptive Paragraph Focused on Language Features by the Tenth Grade IPA MA Ma'arif Klego**

The disadvantages of using the CTL method are that the teacher is more intensive in guiding. This is because the teachers no longer act as an information center. The teacher's job is to manage the class as a group that works together to discover new knowledge and skills for the students. It can be said that the students can be seen as individuals who develop learning abilities influenced by the level of development and breadth of experience.

Similar to the previous discussion, in this disadvantage, there are also important points in the CTL component found when the writer carried out the research process in the field, the authors obtained data, and each point was stated in the CTL syntax, which consisted of seven, namely constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment.[75]Of the seven points, there are disadvantages contained in each point, such as:

a. **Constructivism**

The disadvantages obtained by the writer in the application of the CTL method at this stage consist of the incompatibility of the material obtained by the students according to the teachers, causing misunderstandings, and the students feeling confused when the teacher asks about the material. Not only that, but the students also experience difficulties because the teachers often elaborate on the previous method with CTL, so this can take a lot of time. Each student also requires different handling, the teacher is difficult to give concrete examples, the teachers do not want to change the use of the method that has been determined, and at this stage, it also takes a lot of time.

The stages of constructivism have a degree of disadvantages, including making it difficult for anyone to think about it in its entirety, to come up with a consistent thought

---

[75]Alfian, "Contextual Teaching and Learning Approach (CTL) in English Teaching: Its Advantages and Disadvantages," Journal Eduscience (February, 2019), 60-61.

on the definition of constructivism, and then simplifying it becomes quite difficult without a well-designed lesson. The teachers are not ready to teach using the CTL method, because the teachers must be able to see what the students need and make the necessary changes.[76]

From the data obtained by the writer from 3 learning activities, the writer gets the data as stated above. Every activity certainly has some drawbacks that cannot be avoided. However, despite these disadvantages, the task of the teacher is to fix various learning systems in the future.

b. Inquiry

The disadvantages obtained by the writer in the application of the CTL method, there are some data such as finding material takes time, the theory obtained is deviant, the students need adjustments to new methods, all student efforts are not perfect, and the teachers find it difficult to encourage the students to think critically, have difficulty adjusting time, and still often stuck with the use of the old method.

This learning process takes longer than other methods. This is understandable because this stage focuses on the depth of understanding of the topic by emphasizing the competence of students. Learning at one of the stages of CTL syntax is not suitable for passive and unmotivated students, because it requires active involvement and highly motivated students.[77]

From the data listed, this deficiency occurs because teachers have difficulty encouraging students' creativity levels and the students are reluctant to think critically.

---

[76] Merve Kara, *"A Systematic Literature Review: Constructivism in Multidisciplinary Learning Environments,"* International Journal of Academic Research in Education (December 31, 2018), 24. https://doi.org/10.17985/ijare.520666.

[77] Mila Puji Lestari, "Improving Students' Writing Ability by Using Inquiry Based Learning", (Thesis, Sebelas Maret University, Surakarta, 2010), 43.

c. Questioning

At this stage, the writer found that several disadvantages were obtained when the writer was conducting the research process. The writer gets data such as the students feeling afraid when want to ask something do not know or if the teachers ask a question, it is not easy to make questions, it often takes a lot of time, the teachers need new techniques in managing the class. Meanwhile, if the question and answer process continues, it can lead to deviations in the discussion, and the teachers find it difficult to ascertain the potential of the students.

It is difficult for them to develop skills in this strategy, the students do not know what questions are best to ask themselves. The teachers need *"extra work"* to give them examples of using these strategies before the lesson begins.[78]This disadvantage often occurs, before or after using the CTL method, students are still not used to conveying what do not know. However, with these disadvantages, the teachers must try as much as possible to increase the potential of the students in the learning process.

d. Learning Community

For disadvantages at this stage, the writer gets data that cooperation often only involves capable students, group formation is not easy, passive friends take advantage of active friends, and sometimes competition occurs. Another disadvantage that arises is that the teachers must first make a plan.

The disadvantages of this stage are that the teachers find difficulties in choosing material, the abilities of the students are different but the students have low motivation, is not easy to adapt and develop abilities, the students gain different knowledge, and the

---

[78]Nur Azmi and Sriati Usman, *"The Effect of Using Self-Questioning Strategy on Students Reading Comprehension,"* English Language Teaching Society (ELTS), Vol.9, No.2, (May-Agustus, 2019), 51.

role of the teachers are starting to become invisible.[79]The disadvantages of this stage are seen when various activities are carried out when the learning process lasts until it ends.

e. Modeling

At this stage, the writer encountered several disadvantages, such as some of the students having difficulty understanding the learning concepts that had been given. However, also not all concepts or materials that have been prepared by the teachers can be used as models. This is because the necessary equipment is not available at school.

Structural modeling is used to develop models in learning. However, the modeling is consistent with the idea that students with different academic abilities be disadvantaged by the students who are constrained by knowledge.[80]From the disadvantages that occur, the teachers usually use it more often by using examples from learning materials. This is done so that the teaching and learning process can run smoothly.

f. Reflection

Reflection relies heavily on correct preliminary analysis and is obtained from relevant and appropriate sources, should also consider what opinion refers to the effect on reflection and how it needs to be based on the observed data.[81]

In the research conducted by the writer, the writer found several disadvantages were obtained when the research process was carried out such as the students not taking advantage of the time given. Not only that, the teachers do not have much time to answer the students' questions, have difficulty controlling the students, the teachers still have difficulty attracting the students' interest, and the teachers do not know the students

---

[79]Euis Meinawati, *"Influence of Contextual Teaching Learning and Motivation on Descriptive Writing Ability (Experiment Research in English Major of the Academy of Foreign Language BSI Jakarta),"* Lingua Humaniora Jurnal Bahasa dan Budaya, Vol.8 (December, 2014), 778.

[80]Joseph A. Rathner and Graeme Byrne, "*The Use of Team-Based, Guided Inquiry Learning to Overcome Educational Disadvantages in Learning Human Physiology: A Structural Equation Model,"* Adv Physiol Educ (July, 2014), 221. https://doi.org/10.1152/advan.00131.2013.

[81]J J E Vincent, *"Evaluating the Application and Advantages of Reflection & Reflective Practice within Contemporary Organisations,"*(2014), 2.

closely. From these data, the disadvantages that occur can be overcome if the teacher can overcome the existing problems.

g. **Authentic Assessment**

The disadvantages that the writer found when conducting research in the field of getting data such as there the students who did not fulfill assignments, tended to copy friends' assignments, the teachers required to develop education and professionalism, required intensive time, difficult to coordinate according to educational standards, and gave consistent assessments.

Authentic assessments are less reliable (*valid*) than other assessments, require professionalism, are unable to show long lines in assessment, and pose many challenges in assessment.[82] From the data that has been obtained by the writer, the writer finds several disadvantages that have been listed. This is by the conditions that occurred when the writer conducted the research.

From the explanation above which mentions some of the disadvantages experienced by the seven components of the CTL method, it can be said that the disadvantage of the use of the CTL method is that the teacher's role must be able to manage the learning process as well as possible and increase the enthusiasm of the students so that the objectives of the learning process that have been set can be optimally achieved.

---

[82]Nneka Rita Nnrom and Theresa U. Okafor, *"Authentic Assessment Metode in Science: Study of Issues for Teachers,"* ANSU Journal of Integrated Knowledge, Vol. 1, No. 1, (September, 2011), 206.

CHAPTER V

CLOSING

This chapter contains conclusions and suggestions for further research so that it can run well.

A. Conclusion

The application of the CTL method in the classroom certainly has a very important role in the learning process. The role of the teachers and the students is very much needed in the use of this method so that it can run well. In the CTL method, there are several stages, or what is commonly referred to as the stages contained in the CTL method such as constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment. Of the seven components in the three activities, the learning process has taken place, from the initial, core, and closing activities. However, the application of the CTL method in the writing of the tenth-grade IPA MA Ma'arif Klego students certainly does not escape its advantages and disadvantages. The use of the CTL method to teach writing skills focused on language features can be accepted by both the students and the teachers.

The advantages of applying the CTL method are certainly positive points for both the teachers and the students. Where the teacher's role is replaced by the students, in other words, the teachers task initially as an actor, with the use of this CTL method, the student's role is much more active, because, every activity carried out starting from the initial activities, core activities, and closing activities always involve student activity. The teacher's job is only to accompany, and direct what must be completed, not only that, but the teachers also explain a little about the learning material that the students have not understood. The three activities refer to the implementation of the learning plan, the learning syntax, and the eight stages contained in the CTL method. Each of the stages in the use of the CTL method has advantages that can make the students more active, critical, and creative, and the students get the opportunity to improve the language features that the students have and can change slowly according to the directions given.

Disadvantages in the CTL method also cannot be avoided, because every activity has disadvantages that cannot be continuously ignored. The disadvantages of the CTL method have been described in the eight CTL components. Where each of these components is interrelated with those in the design of learning implementation, synthesis, etc. These disadvantages include the lack of time required for the learning process, while the teachers still repeat the previous method when applying this CTL method. Lack of teacher understanding also makes the learning process take a lot of time. However, this can be avoided if the teachers can divide the time, and can understand the use of CTL as a whole, and allow the students to prove how much the students understand what has been directed.

B. Suggestions

1. For the School

   Hopefully, the schools can prepare adequate teaching materials in the future. Find out more methods suitable for the learning process that is brought into the classroom. This later provides many changes in the learning system for the better

2. English Teachers

   A teacher certainly has a lot of experience in the learning system. Not only that, but the teachers also have a way of delivering subject matter to the students. With this research, the writer hopes that it can help provide solutions to the teachers so that the learning system in the classroom can be much more fun and not monotonous for the students.

3. For EFL Students

   The students certainly really need a method that can trigger the spirit of learning to make it more fun. With this research, the writer wants to invite the students to study together using a method that has never been used before. The writer wants to invite the students to try to apply the CTL method to find out if there is a significant difference between the learning they do before using the method and after using the method.

4. Writer

For the writer himself, hopefully, this research can provide experience and can be helpful to many people. It is hoped that this method can provide an opportunity for everyone to be able to hone their skills.

5. English Major Students

For the students majoring in English, of course, this research is expected to be useful for many people and hone the basic English skills obtained in lectures. This can also be used as a skill, and experience, and can be used as an illustration of the success of research that has been carried out in the field in helping the future of the nation by changing or helping improve writing skills by using the learning method that writer bring.
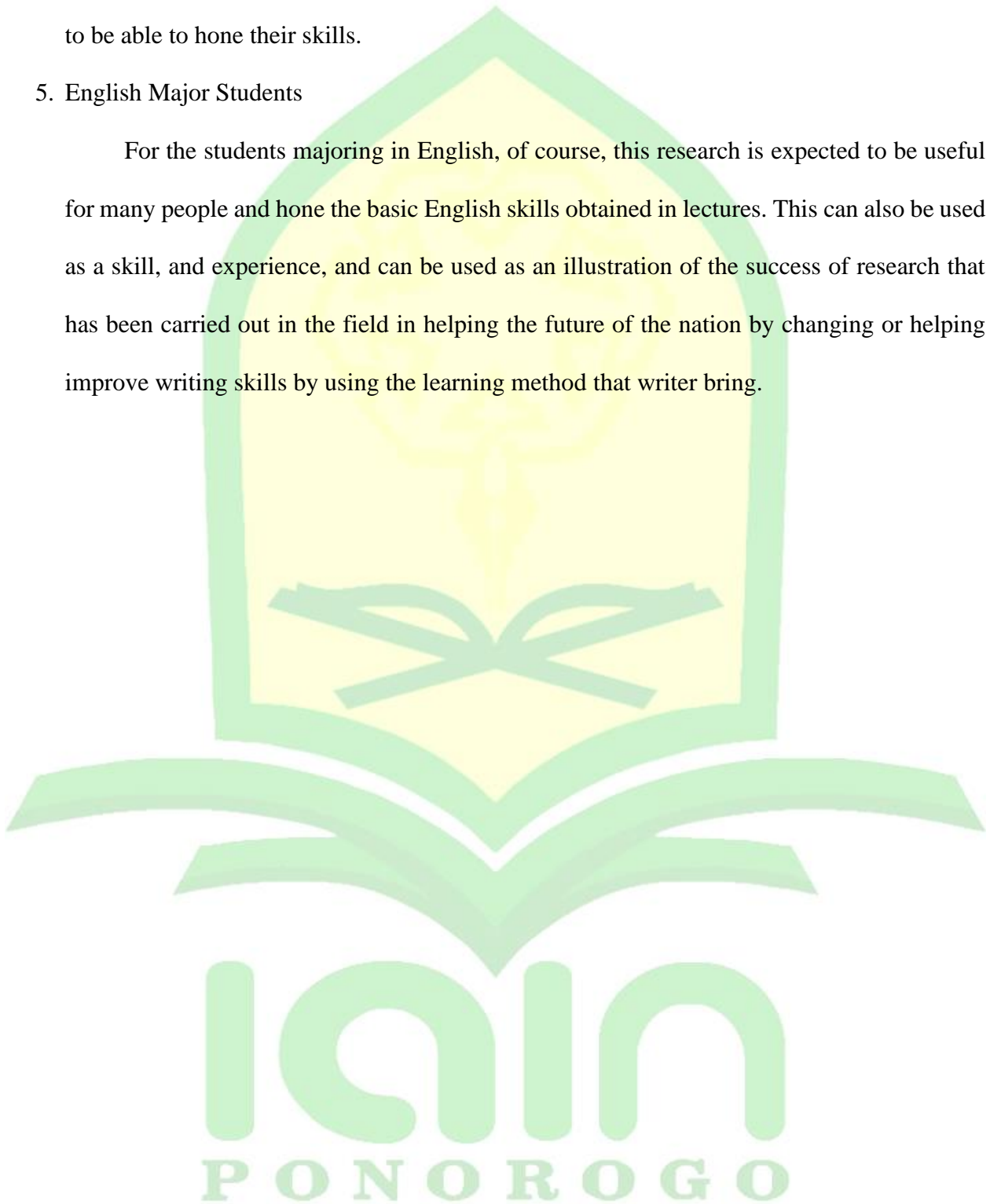
BIBLIOGRAPHY

Aini, Aldila Arin. "The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text." Thesis, Universitas Negeri Semarang, (2015).

Alfian. "Contextual Teaching and Learning Approach (CTL) in English Teaching: Its Advantages and Disadvantages." Journal Eduscience, (February, 2019) : 60.

Amineh, Roya Jafari, and Hanieh Davatgari Asl. "Review of Constructivism and Social Constructivism." Journal of Social Sciences, Literature and Lamguage (March, 2015) : 9.

Ary, Donald, et al. *Introduction to Research in Education* 8th edition. Canada: Wadsworth Cengage Learning, 2010.

Azmi, Nur and Sriati Usman. "The Effect of Using Self-Questioning Strategy on Students Reading Comprehension." vol. 9, no. 2 (May-August, 2021) : 51.

Bans-Akutey, Anita and Benjamin Makimilua Tiimub. "Triangulation in Research." Academia Letters, (August, 2021) : 1.

Berns, RobertG. Berns and Patricia M. Ericson. *An Web-Based System for the Professional Development of Teacher in Contextual Teaching and Learning*. Bowling Green State University, 2001.

Broekhuis, Hans. *Syntax of Dutch Adjectives and Adjective Phrases*. Amsterdam: Amsterdam University Press, 2013.

Brown, H. Douglas. *Teachingby Principle: An Interactive Approach to Language Pedagogy*. US: Pearson Education Inc, 2007.

Burns, Anne and Joseph Siegel. *International Perspective on Teaching the Four Skills in ELT: Listening, Speaking, Reading, Writing*. UK: Palgrave Macmillan, 2018.

Depag RI, *Al-Qur'an dan Terjemahannya* (Jakarta: Depag RI, 1998), 1079.

Diwan Al-Imam Asy-Syafi'I, 33.

Faisal, and Krisna Suwandita. "The Effectiveness of FRESH Technique to Teach Descriptive Paragraph." Journal of Education and Learning (EduLearn), vol. 7, no. 4 (November, 2013) : 239–48.

Gurusinga, Noer Intan BR. "The Contribution of Chat Uing WhatsApp on the Student's Ability in Developing English Writing Sixth Semester of English Department at UINSU." Thesis, UINSU, (2018).

Haerazi, Zukhairatunniswah Prayati, and Rully May Vikasari. "Practicing Contextual Teaching and Learning (CTL) Approach to Improve Students' Reading Comprehension in Relation to Motivation." vol. 8, no.1 (December, 2019) : 139–144.

Hamsina, Sitti. "Increasing Students' Motivation on Learning Writing Skills Through Inquiry Approach." vol. 6, no.1 (June, 2020) : 36.

Hariati, Puji. "Improving Students' Achievement in Writing Descriptive Paragraph Through Teaching Prewriting Stages." Bupadest International Research and Critics in Linguistics and Education, (August, 2020) : 1324.

Harmer, Jeremy. *How to Teach English*. UK: Pearson Education Limited, 2007.

Hariani, Ajeng. "The Influence of Communicative Language Teaching and Contextual Teaching and Learning on Student's Writing Skill at The First Grade of MA Madani Alauddin Pao Pao." Thesis, Islamic State University of Alauddin Makassar, (2020).

Heaton, J. R.,*Writing English Language Tests*. New Edition. London: Longman, 1988.

Honorence, Johnson. "Understanding The Role of Triangulation in Research." Scholary for Interdisciplinary Studies, (2017) : 91.

Insiyah, Jauharin. "The Use of Contextual Teaching and Learning to Improve Students' Writing Mastery on Short Functional Text." Thesis, IAIN Salatiga, (2019).

Kara, Merve. "A Systematic Literature Review: Constructivism in Multidisciplinary Learning Environments." International Journal of Academic Research in Education, December 31, (2018) : 19–26.

Knapp, Peter and Megan Watkins. *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Sdyney, Australia: UNSW Press, 2005.

King, Stephen, "Quotes Reading and Writing", US: Stephen King, 2013.

Leavy, Partricia. *Research Design: Quantitave, Qualitative, Mixed Method, Arts-Based and Community-Based Participatory Research Approaches*. New York: Guilford Publications, 2017.

Lestari, Mila Puji. "Improving Students' Writing Ability by Using Inquiry Based Learning." Sebelas Maret University, 2010

Meinawati, Euis. "Influence of Contextual Teaching Learning and Motivation on Descriptive Writing Ability (Experiment Research in English Major of the Academy of Foreign Language BSI Jakarta)." (December, 2014) : 778.

Mendale, Bella Putri, Endang komariah, and Siti Sarah Fitriani. "Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text." Research in English and Education, (December, 2019) : 184.

Milles, Mattew B.and Michael Huberman. *Qualitative Data Analysis*. 3rd Edition. Long Angeles: SAGE, 1994.

Montalbo, Ma. Concepcion and John Christian Villanueva. "The Effectiveness of Contextual Teaching and Learning Approach Integrated with Araling Panlipunan: Implication to Enhance Teaching-Learning Process." INSTABRIGHT e-GAZETTE, vol. 1, issue. 4 (May, 2020) : 1.

Mvududu, Nyaradzo H., and Jennifer Thiel-Burgess. "Constructivism in Practice: The Case for English Language Learners." *International Journal of Education,* vo. 4, no. 3 (September, 2012) : 108–118.

Nnrom, Nneka Rita and Theresa U. Okafor, *"Authentic Assessment Metode in Science: Study of Issues for Teachers,"* ANSU Journal of Integrated Knowledge, Vol. 1, No. 1, (2011) : 206.

O'Sullivan, Michael. "Developing the Cambridge Learner Attributes."(Cambridge Assessment International Education), (2011) : 122.

Paradis, Elise, et al. "Design: Selection of Data Collection Methods." (2019) : 264.

"Paragraphs." Accessed May 19, 2022. https://library.unimelb.edu.au/__data/assets/pdf_file/0007/1924117/Paragraphs.pdf.

Pedaste, Margus, et.al. "Phases of Inquiry-Based Learning: Definitions and the Inquiry Cycle," Journal Education Research Review, (February, 2015) : 47-61.

"Perfect English Grammar Linking Verb." Accessed January 28, 2022. https://www.perfect-englishgrammar.com/linkingverbs.html.

"Present Perfect | Learn English." Accessed February 1, 2022. https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/present-perfect.

Raimes, Ann. *Technique in Teaching Writing*. New York: Oxford, 1983.

Rathner, Joseph A. and Graeme Byrne. "The Use of Team-Based, Guided Inquiry Learning to Overcome Educational Disadvantages in Learning Human Physiology: A Structural Equation Model." Adv Physiol Educ, (July, 2014) : 221.

Risan, Rahmad, Hasriani, and Maemuna Muhayyang. "The Implementation of CTL Methhod in Teaching English To the Students of MAN Enrekang." Journal of Language and Literature, (October, 2021) : 125-134.

Roza, Ahmad Subhan, et al. "The Implementation of Contextual Teaching Learning (CTL) to Improve the Students' Speaking Ability in Islamic Studies Course." IJALEL: International Research and Critics in Linguistics and Education, vol.8, no. 4 (2019) : 46.

Sastrawati, Ika, Emi Amilia and Muhammad Handi Gunawan. "Improving the Students' Ability to Write Descriptive Paragraph Through Draw Label Caption (DLC) Technique." Explore Journal (May, 2015) : 58–61.

Satriani, Intan et al. "Contextual Teaching and Learning Approach to Teaching Writing." Indonesian Journal of Applied Linguistics, (2012) : 11.

Sipayung, R. W. "Improving Students' Achievement in Reading Descriptive Text through Reciprocal Teaching Strategy." Bupadest International and Critics in Linguistics and Education (BirLE), vol. 1, no.1 (2018) 29–48.

Sorenson, Sharon. *Webster's New World Student Writing Handbook Fifth Edition*. American: Wiley, 2010.

Sumarsono, Dedi and Muliani. "Contextual Teaching Learning (CTL) Approach in Speaking Materials for Students' 21st Century Skill: Does It Have Any Effect?" Journal of English Language Teaching, (December, 2019) : 101.

Sumarsono, Dedi and Saiful Amin. "Contextual Teaching Learning (CTL) Approach Towards Students' Self Confidence in Learning English: Does It Have Any Effect?"Cordova Journal, vol.9, no. 2 (2019) : 65.

Suprapti, Eka. "Improving Character Based Writing by Applying Contextual Teaching and Learning (CTL) Method of The Tenth Years of 2018/2019." Thesis, University of Widya Dharma, (2019).

Tiningtyas, Susilorini, Yuniarsa, and Sherlinda Octa. "Writing Skills Enhancment Using The Contextual Teaching Learning (CTL) Approach in Jayapura." International Journal of Business, Economics, and Law, vol. 5, no. 2 (December, 2014): 19–21.

UU No. XX tentang Sistem Pendidikan Nasional (Jakarta : Depdiknas, 2003).

Vincent, J J E. "Evaluating the Application and Advantages of Reflection & Reflective Practice within Contemporary Organisations." (2014) : 2.

Wain, Amanda. "Learning Through Reflection." (October, 2017) : 662.

"What Are Language Features? Examples, Features & Types." Accessed January 28, 2022. https://www.sampleassignment.com/blog/language-features

Wicaksono, Anggun. "Improving Student's Ability in Writing Recount Text Through Contextual Teaching and Learning Approach at The Second Grade Student of XI Exact 1 of SMAN 2 Palopo." Thesis, Islamic State University of Alauddin Makassar, (2016).

Widiyawati, Rizki. "Improving the Tenth Grade Student's Writing Ability and Active Participation Through CTL (Contextual Teaching Learning) at SMK Darul Falah Ajung Jember in the 2015/2016 Academic Year." Thesis, University of Muhammadiyah Jember, (2016).

Zhang, Yan, et al. *Adversative and Concessive Conjuctions in EFL Writing Corpus-Based Description and Rhetorical Structure Analysis*. EBook. Shanghai, China: Springer, 2021