

## INCREASING STUDENT'S ABILITY IN WRITING ARGUMENTATIVE TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH (CTL)

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### ABSTRACT

The purpose of this study was to increasing students' ability in writing argumentative text in class XI-IPA 4 SMAN 18 Makassar through contextual teaching and learning approach (CTL). This study used the method of qualitative. The research subjects were students of class XI-IPA 4 SMAN 18 Makassar in the odd semester in the academic year 2022/2023 with a sample of 36 students. Data collection is done by giving the task of writing argumentative text. The research data collected through the test showed that the students' ability in writing argumentative text was increasing through contextual teaching and learning approach. Based on the results of data analysis, it can be seen that the student's result in pre-test is 51.94 then after getting treatment the students' post-test increase to 70.56 in pre-test. So, it can be concluded that using the contextual teaching and learning approach can increase students' ability in writing argumentative text.

**Key Words:** Contextual teaching and learning approach, Writing, Argumentative Text.

### INTRODUCTION

Language is one of the most distinctive and human characteristics to distinguish humans from other creatures (Devianty, 2017). English is the most widely used language in international communication. At least, it is happening now. English is the first language taught worldwide, it is the official language in 53 countries for nearly 1.5 billion people. The main reason why English has become an international language is because English is one of the oldest languages in the world, originating from Britain in the 8th century.

Tomlinson in Byslina (2016), states that English as a foreign language means that English is only used and is domiciled as a learning in an educational valley, both formal educational institutions and non-formal institutions and is not used as a language in social life. Interactions of daily life are also not the basic language in a country. But at this time in Indonesia, starting from an early age learning a foreign language has begun to be applied. For example, there are several elementary schools that have implemented foreign language lessons, namely English as an additional lesson. Not only that, English subjects at the Junior High school, Senior High school and even up to University are a must.

There are 4 skills that must be possessed in English, one of which is the ability to write. Writing is a language skill that involves aspects in language (Tarigan in Widaningsih 2018:1). The ability to write itself is the skill of an individual in expressing ideas or ideas as outlined in a written work. Regardless of the meaning of the writing, writing is the most difficult skill to master. This is confirmed by Richards and Renandya in Ratnaningsih (2016:1), states that writing is the most difficult skill for second or foreign language learners to master. Even though it is difficult, writing skills must still be mastered as one of the most

important skills in language. Harmer in Sari (2017:1), states that writing is often useful as preparation for some other activities, especially when students write sentences as an opening for discussion activities. The ability to write, of course is fully related to a text. In English, there are many texts that can be found easily. The most common examples are narrative text, recount text, procedure text, descriptive text, argumentative text and others. But in this research, the researcher raised the issue of the ability to write argumentative texts using contextual teaching and learning.

In this research, the researcher has used argumentative text to test students writing skills. The researcher chooses argumentative text so that students are more active in thinking and reasoning in class. Through argumentation, students critical thinking skills develop and ultimately their rhetorical styles become more varied. The rhetorical style in the form of writing makes it possible to achieve success easily in the field of work (Keraf in Hariati 2018:36). Argumentative text is a text that is used to convince and influence the reader to believe and agree with the ideas or ideas that we believe. According to Soewanto in Indrayatti (2015:32), states that in an argumentative text, it requires us to use a rational and logical way to show a fact is true or false, to convince the reader to react or not be react. Keraf in Mahmud (2017:50), states that a form of rhetoric that seeks to influence attitudes and opinions others so that they believe and finally act according to what desired by the author or the reader. Argumentation uses language to justify or refute a standpoint, with the aim of securing agreement in views (Eemeren, Jackson and Jacobs 2015). From the expert opinion above, the researcher can say that argumentative text that displays a case that aims to influence the reader or the author.

The teaching method used by the researcher to test the students' writing skills through argumentative texts is Contextual Teaching and Learning (CTL). Contextual Teaching and Learning is a concept of teaching students by combining teaching materials by connecting them to everyday life or in other words the CTL learning approach involves students directly in the learning process. According to Yolanda in Srilisnani, Amin, and Yolanda (2019:61), states that contextual teaching and learning is a learning concept in which the teacher brings the real world into the classroom and encourages students to make connections between the knowledge possessed and its application in their daily lives, while students themselves acquire knowledge and skills from a limited context bit by bit and from the process of constructing themselves as provision to solve problems in their lives as members of society. In Indonesia, the application of the CTL learning approach has been widely developed in schools. Of course, the researcher has her own reasons for taking this learning approach. This is based on the researcher's experience while studying, combining the received teaching materials and connecting them with daily life, making the material more quickly, forming new mindsets, froming creativity and of course not being monotonous and more fun.

Based on the background above, the researcher used the Contextual teaching and learning (CTL) approach as a technique to increasing students' writing skills in writing various kinds of texts. The researcher hopes that through this research, contextual teaching and learning (CTL) techniques can develop at SMAN 18 Makassar and helps students and teacher in providing teaching materials, especially in increasing students' writing skills.

## METHOD OF THE RESEARCH

The design of this research to one group of pre-test, treatment, and post-test. In this design, there was a pretest before the treatment. Thus, the results of treatment can be known more accurately because it can compare with the condition before the treatment given. This research conducted at SMA Negeri 18 Makassar in the 2022/2023 Academic year. This research has been carried out in four meetings within a period of two months. The population of the research is all of the eleventh grade students of SMAN 18 Makassar academic year 2022/2023, it consisted of 9 classess and each class consisted of 36 students. So, the population of this research amounted 270 students. In this research, the researcher applied a random sampling technique. The research has taken one of the classes that have been formed at the school to be observed, which amounts 36 students. So, The sample of this research is XI IPA-4 SMAN 18 Makassar academic year 2022/2023.

## FINDINGS AND DISCUSSIONS

### Findings

From the result of the students score pre-test, then the writer classificate students' score in pre-test. The score of the pre-test is very low, it can be seen from the scores of students who are still classified as Unsatisfactory which shows that their scores are very low in pre-test. This section presents the result the research. The researcher obtained two kinds of data, Pre-test and post-test results for writing skill components focus on content, organization, mechanic, grammar, and vocabulary. The object of the tests CTL approach was used to measure students' writing ability before and after treatment. The researcher also describes the mean score, standard deviation, frequency, and other supporting sources of statistical items. Preliminary score data can be viewed in the data of pre-test scores can be seen in the table 1 below:

Table 1 Score of Pre-Test

No	Students' Initial	Criteria					Total
		Cont	Org	Mech	Gram	Voc	
1.	AS	11	11	10	10	12	54
2.	A	10	11	10	12	12	55
3.	A	5	5	8	10	9	37

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4.	AR	13	12	12	14	12	63
5.	AG	5	5	8	10	9	37
6.	AP	11	10	12	9	11	53
7.	AAP	11	12	11	11	12	57
8.	ARSR	15	16	14	15	13	73
9.	AI	12	13	12	12	11	60
10.	E	13	12	8	10	12	55
11.	FM	10	9	12	13	10	54
12.	FPS	0	0	0	0	0	0
13.	FNI	9	10	10	12	11	52
14.	FAZ	5	5	8	10	9	39
15.	IS	10	9	11	12	10	52
16.	ID	15	14	11	13	15	68
17.	JAL	13	12	15	12	13	65
18.	JD	9	9	10	11	10	49
19.	J	16	15	13	16	15	75
20.	MTP	12	13	16	11	12	64
21.	MI	17	14	15	11	13	70
22.	MAFA	11	10	11	11	11	44
23.	MN	0	0	5	6	6	17
24.	NSIW	11	10	10	12	11	54
25.	NI	12	13	14	13	12	64
26.	NAS	0	0	0	0	0	0
27.	N	17	16	15	16	16	80
28.	PE	10	11	10	12	10	53
29.	PSHP	12	12	11	11	13	59
30.	RZWA	12	13	12	12	12	61
31.	SYF	16	17	9	12	14	68
32.	SNA	12	13	14	13	12	64
33.	TK	9	10	8	10	8	45
34.	VLP	11	10	12	12	11	57
35.	YFR	10	10	12	11	12	55

36.	ZDR	0	0	5	6	6	17
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(Source: SMAN 18 Makassar)

The table 1 shows the students' pre-test score of 36 students as the participants which consists of the namely: content, organization, mechanic, grammar, vocabulary.

As mentioned out by Brown (2011), that what is included in the content is relevant to the topic. The highest score obtained of students for the content is 17 points and the lowest score is 0 poin. On the organization indicator, the sentence are related to the main idea is main point. The highest score obtained of students for the organization is 17 points and the lowest score is 0 poin. Meanwhile mechanic indicator is errors of spelling, capilitazion and punctuation. The highest score obtained of students for the mechanic indicator is 16 points and the lowest score is 0 poin. Grammar indicator is included grammar errors, adn the highest score obtained of students is 16 points and the lowest score is 0 poin. Last indicators is vocabulary indicator is included vocabulary variation. The highest score obtained of students for vocabulary indicator is 16 points and the lowest score is 0 poin.

**Table 2 Classification in Writing Scoring of Pre-Test**

No	Classification	Score	Frequency
1.	Excellent	86-100	0
2.	Good	71-85	4
3.	Fair	56-70	13
4.	Poor	41-45	10
5.	Very Poor	≤40	9
<b>Total</b>			<b>36</b>

(Source: SMAN 18 Makassar)

The table 2 above shows the students' classification. Data shows that no student got an excellent classification, 4 students' got good classification, meanwhile 13 students got fair classification, then 10 students' got poor classification, and 18 students' got very poor classification.

**Table 3 Score of Pos-Test**

No	Students' Initial	Criteria					Total
		Cont	Org	Mech	Gram	Voc	
1.	AS	14	10	15	16	15	61
2.	A	12	11	13	13	14	63
3.	AN	16	15	13	15	13	72

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4.	AR	13	12	13	14	13	66
5.	AGPJ	16	15	14	15	14	74
6.	AP	12	10	13	13	14	62
7.	AYP	12	11	13	14	14	64
8.	ARSR	15	14	14	14	13	70
9.	AI	14	12	13	13	14	66
10.	E	18	17	16	15	16	82
11.	FAZ	16	14	13	15	13	72
12.	FM	18	17	17	18	16	86
13.	FPS	17	16	12	15	17	77
14.	FNI	18	18	17	16	17	86
15.	IS	12	10	12	14	13	61
16.	IR	14	13	14	15	14	70
17.	JAL	15	14	16	16	13	74
18.	JD	16	15	16	15	16	76
19.	J	12	11	13	14	14	64
20.	MTP	16	14	12	13	11	66
21.	MI	17	18	16	17	18	86
22.	MAF	12	12	10	12	10	56
23.	MN	12	11	11	12	11	57
24.	NSIW	12	13	10	13	12	60
25.	NI	14	11	13	16	15	69
26.	NAS	18	17	15	17	16	83
27.	N	18	16	16	15	17	82
28.	PF	12	11	13	14	14	64
29.	PSHP	18	16	17	18	18	87
30.	RZWA	12	10	13	14	13	62
31.	SYF	15	12	14	16	15	72
32.	SNA	15	11	14	16	15	71
33.	TK	12	12	9	11	12	56
34.	VLP	18	16	17	17	17	85
35.	YFR	18	17	15	16	15	81

36.	ZDR	12	11	10	12	12	57
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(Source: SMAN 18 Makassar)

The table 3 at page 37 indicate that the students' post-test score from 36 students' as the sample, in assessments of some criterias, namely: content, organization, mechanic, grammar, vocabulary.

The increase in students' points on each criteria can be clearly seen in the post-test table. In the content indicator, the lowest point is 12, and organization indicator the lowest point is 10, meanwhile mechanic indicator the lowest point is 9, then gramar indicator the lowest point is 11, and vocabulary indicator the lowest point is 10.

**Table 4 Classification in Writing Scoring of Post-Test**

No	Classification	Score	Frequency
1.	Excellent	86-100	4
2.	Good	71-85	13
3.	Fair	56-70	19
4.	Poor	41-45	0
5.	Very Poor	≤40	0
<b>Total</b>			<b>36</b>

(Source: SMAN 18 Makassar)

The table 4 above show the students' classification in post-test. The researcher found that 4 students got an excellent classification, 13 students reach the good classification, 19 students reach the fair classification, no students reach poor classification, and no students reach very poor classification.

**Table 5 The Mean Score and Standard Deviation of Students' Pre-test and Post-test in Experimental Class**

	Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Error	Statistic
<b>Pretest</b>	36	0	80	1870	51,94	3,111	18,667
<b>Posttest</b>	36	56	87	2540	70,56	1,620	9,717
<b>Valid N (listwise)</b>	36						

Table 5 above showed that there is a significant improvement before and after giving the treatment in learning process. In pre-test, the minimum score was 0, the maximum score was 80, the total score was 1870, so the mean score was 51,94 and standard deviation was 18,667. While in post-test the minimum score was 56, the maximum score was 87, the total score 2540 with the mean was 70.56 and standard deviation was 9,717. In conclusion the total score and mean score of post-test was higher than pre-test.

**Table 6 The Result t-test**

		Paired Samples Test								
		Paired Differences						T	Df	Sig. (2-tailed)
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
1	Pretest - Posttest	-18,611	21,267	3,545	-25,80	-11,415	-5,25	35	,000	

After the writer gave an understanding of CTL approach to students and gave assignments about descriptive texts and finally obtained the pre-test and post-test, the investigator used the t-test to test the hypothesis. The task of measuring whether there is a significant difference in the results of students' mean score on the t-test pre-test and post-test. Facilitates significant difference analysis by using the test heuristic analysis or the significant difference test running on SPSS version 22.0.

In this research, the hypothesis  $H_0$ : There was no significant influence of using CTL approach towards students writing skill of SMAN 18 MAKASSAR in 2022/2023 academic year. While the alternatif hypothesis  $H_1$ : There is significant influence of using CTL approach towards students' writing skill at SMAN 18 MAKASSAR in 2022/2023 academic year. If the value significant 2 or sig. (2-tailed) lower than 0.05,  $H_1$  Accepted and  $H_0$  rejected. It can be concluded that after testing the t-test there is a significant effect of using clustering techniques on students' writing skills.

## Discussion

This section presents the discussion of the result of the data analysis. This result research conducted in three steps, namely pre-test, treatment and post-test. In the first step, the writer gave pre-test to students. Before instructing treatment through CTL approach, a pre-test was made to know the students' writing ability scores. In the second step, the writer applied the CTL approach to conduct treatment to students. In the third step, the writer gave post-test to the students to know their writing proficiency scores after applied CTL approach.

In the pre-test, the writer explained the test to all students in the classroom. The pre-test aimed at knowing a students writing skills before receiving treatment. It seems that the students are not understanding the exam yet. The results of the pre-test show that the students were still lack in writing skills. The highest score obtained by students is 0. This proves that students do not understand at all what they should write in the argumentative text even though the researcher has determined the title.

The writer using CTL approach when applying treatment. The test was aimed at knowing the students' writing skills after they received treatment, and the students were particularly enjoying the activity using CTL approach. Treatment has been applied for three times. The first treatment that has been applied, the writer provides material about argumentative text. When the writer gave argumentative material to the participants, most of the participants had undestood what argumentative was. The second treatments, the writer provides material about CTL approach as a learning approach. The writer provides an explanation of what the CTL approach. In addition to providing material, in the last treatments the writer also gave sample text to participants about "environment".

The post-test was given to students by the same explanation of the test at the pre-test. Post-test was aimed at knowing the students' writing ability after they received treatments, and the students conducted the test quieter and faster. There were very significant differences based on students' scores and grades in the pre-test and post-test. Investigation showed that this investigation was successful and the average score on the pre-test was 51,94 and the post-test was 70,56 . I noticed that students' of SMAN 18 MAKASSAR at the 11<sup>th</sup> grade writing proficiency scores were different in pre-test and post-test.

After applied the CTL approach, the students' is given post-test. The result of post-test is aimed to know how the students' score after applied CTL approach. In short, the average score of pre-test is 51.94 while the average score of post-test is 70.56. It means that there is an inrease that occurs from pre-test to post-test.

The writer can see the improvement that occurs in the way students write when the CTL approach has been applied. In fact, the theory was accepted and inspired students to improve the writing skills of SMAN 18 Makassar second-year students in the 2022/2023 academic year. After the study was completed, the students' grades improved.

We can see in table 1 pre-test (before applying the CTL approach) and table 2 post-test (after applying the CTL approach). It can be seen that students development after giving treatment writing through CTL approach can improved the student's writing skills because CTL approach make students undestand more about the text to be written because it refers to everyday life. As mentioned out by to Panj aitan (2016:8), contextual learning is defined as an educational process capable of motivate students to better understand the meaning of learning a competence and put in personal, social and cultural context. Contextual teaching

and learning (CTL) is an learning approach that connects the material presented with the environment outside the school.

The writer concludes that writing through CTL approach is able to contribute in improving students' writing skills. It is because the CTL approach can help students understand more about the text because this learning approach connects the material presented with the environment outside the school.

## CONCLUSION

The writer conducting the research and analyzing data relating to the formulation of the problem, as well as several supporting and inhibiting factors, according to the research findings and discussion, the writer concluded that there was an increasing of using CTL approach as learning approach towards students' writing skill at SMAN 18 Makassar in the 2022/2023 academic year. It could be seen on the results between the pre-test and post-test. The score of the post-test was higher than the score of the pre-test. Based on the result of data analysis and the discussion fun way in learning writing to stimulate the students to increase their writing skill. Most of the students have low score in writing skill before CTL approach as a learning approach applied. The students can increase their writing skill and actives while doing the activitie. The result may inspire other writers to do similar research. It may also become the reference in teaching English especially in writing.

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