

IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) MODEL ON STUDENT'S WRITING ABILITY

Safrizal¹, Paisal Manurung²

^{1,2}Pendidikan Bahasa Inggris, Universitas Asahan

e-mail: safrizaljawa2@gmail.com

Abstract

Contextual Teaching and Learning (CTL) is not optimal in the Learning Model on Students' Writing Ability. Many students do not fully understand what is meant by theme, so they have difficulty identifying and developing relevant themes in their writing. This study aims to determine the effect of the Contextual Teaching and Learning (CTL) Model on students' writing ability in compiling themes in texts. This study was conducted using a classroom action research design. The research participants were grade XII students of SMAN 1 Sei Kepayang. Data collection was carried out using a writing test and analyzed quantitatively. The results of the study showed that students in cycle I only achieved 11% of the average value of student writing, namely 62.4. In cycle II, the study showed an increase of 74%, namely 83.5. In cycle III, the study showed an increase of 80%. This means that the research has been carried out well. The implication of this research is an increase in students' writing abilities in English writing and Indonesian writing.

Key word : Contextual Teaching and Learning (CTL) Model, Theme, Writing Ability, Arrangement of Themes, Theme.

INTRODUCTION

In learning English there are four skills that students must master in their schools including speaking, listening, reading and writing. Writing is one of the language skills, which is related to the thinking process and expression skills in written form. the four skills of speaking, writing, reading, and listening are necessary for learning English as a foreign language.

Writing skills are skills that require certain techniques, even for some people writing is not easy and fun, including for students at school because writing is a way of organizing and expressing someone's thoughts. Therefore, writing is seen as a process of discovery when students try to find their way while struggling to think, organize, and unite their ideas Hadiani, (2017).

In writing class, they still find out difficulties to write, especially in the context of writing in arrangement of themes. Some students say that it takes hard work to develop ideas that can be used to write themes or ideas in creating a text. These difficulties influenced by several factors, according to (Jing, 2015) the difficulties of writing themes is the low of understanding the concept of themes that often have

difficulty in distinguishing between themes, topics, and titles of writing. According to Gill, (2020) the difficulties in writing arrangement of themes in text is resulting confusion in determining the right theme, Lack of ability to analyze information, and Students are less trained in identifying main ideas and analyzing relevant information. According to Liu, (2013) the difficulties in writing arrangement of themes in text that are in accordance with the contents of the writing and low of understanding about diction.

Based on the explanation above, it can be concluded that the difficulties in writing arrangement of themes in text is limited vocabulary, the low of understanding the concept of themes, don't use good grammar, and develop ideas logically is the factor of difficulties in writing arrangement of themes in text.

From some of the problems that have been explained above, this also happened to the students of class XII at SMA Negeri 1 Sei Kepayang. This is also proven by the results of students' writing tests which are still below the Minimum Completion Criteria (KKM), namely 75 (seventy-five) for the English subject. In the 2022-2023 academic year, the percentage of student scores in writing learning is 48%. In the 2023-2024 academic year, the percentage of student scores in writing learning is 56%. Therefore, the researcher wants to provide a solution to overcome the problem of writing in arrangement of themes by implementing the Contextual Teaching and Learning Model.

By using the Contextual Teaching and Learning model, it is expected to help students understand the concept of the theme in depth through direct implementation and relevance to real contexts and interesting themes in writing experience texts. Therefore, this research is entitled "Implementation of Contextual Teaching and Learning (CTL) Model on Student's Writing Ability"

METHOD

The design of this research employed CAR (Classroom Action Research). The method will be chosen because this research aimed to improve the students' writing ability at XII Grade SMA N 1 Sei Kepayang especially in writing in arrangement of themes. It meant this research conducted into two cycles. If it is not successful, replan to cycle 3 to determine whether it is successful or not in implementation of Contextual Teaching and Learning (CTL) model on student's writing ability in arrangement of themes in text.

This research will be conducted the classroom action research (CAR) into two cycles, cycle I and cycle II. The result of the cycle I will be less satisfactory. So, the cycle II will be conducted to know the students' development in English especially in arrangement of themes. Each cycle consisted of four interconnected activities, they are planning, action, observation and reflection.

Planning is the first activity of the cycle. At this stage, it created a plan that will be addresses to the problem faced by the subjects of the study that had been identified before. Action is the implementation of the previous planning. In pre- activities, this study will be

tried to activate and focus the students' mutual interest and attention. In whilst-activity, this study introduced the topic of the study to be learned by the students. This study asked the students to learn using Contextual Teaching and Learning (CTL). Then, the result of the evaluation will be discussed together with teacher. In post- activity, this study reviewed the students' activity by concluding what they had learnt and discussed the difficulties faced by the students during the teaching- learning process. Observation deals with analysing the result of the action. Reflection is the last activity of this classroom research. It is based on the result of the observation in cycle I and cycle II.

This research started from teaching-learning process by Implementation of Contextual Teaching and Learning (CTL) Model. Then, this research administered cycle I. After administering the test in cycle I. the research administered cycle II. Following that, a test administered at the conclusion of each cycle of instruction to determine whether or not students' abilities have improved to answer writing question by Implementation of Contextual Teaching and Learning (CTL) Model. The test will be used 15 multiple choices and 5 essay tests.

Table 1. Essay Test assessment instructions

Aspect	Score	Requirements
Vocabulary	1	Poor expression; significant vocabulary issues; lack of variety
	2	Some vocabulary misused; lacks awareness of register; may be too wordy
	3	Good vocabulary; concise style
	4	Precise vocabulary usage; effective word choice; mastery of vocabulary
Grammar	1	No mastery of grammar; dominated by errors; fails to communicate
	2	Frequent errors; meaning often confused
	3	Simple constructions effective; several errors but meaning is seldom obscured
	4	Fluency in English grammar; correct use of clauses, prepositions, modals, verbs, and tenses
Understanding of Theme	1	There is no, or insufficient, evidence of learning to assess the standard at this time.
	2	Explains how the theme or central idea develops
	3	Able to Analyzes how the theme or central idea develops.
	4	Provides an objective summary
Organization of Idea	1	Able to summarize most discussions on a variety of topics
	2	Analyzes sources of relevant information to support major concepts.

	3	Uses relevant information Uses text structures and formatting.
	4	Writes informative/ explanatory text to explain key concepts within a topic making it compelling and accessible.
Punctuations	1	Use a comma to create a pause, to separate ideas in that sentence.
	2	Use a semi-colon to create a break, but recognises connection of ideas.
	3	Use a colon to connect two sentences thematically.
	4	use a full stop to create the end of that sentence.

RESULTS AND DISCUSSION

The results of the students' test can be seen in the following score table.

Table 2 The Students' Result in Cycle I

No.	Name	Score	Explanation
1	AA	60	Less
2	AS	70	Less
3	AF	70	Less
4	AM	60	Less
5	EA	60	Less
6	FY	70	Less
7	FR	60	Less
8	NN	75	Good
9	IA	60	Less
10	IK	60	Less
11	Mi	70	Less
12	MR	60	Less
13	MH	50	Less
14	NI	60	Less
15	NA	75	Good
16	NM	50	Less
17	PY	60	Less
18	RA	60	Less
19	RS	50	Less

20	RR	60	Less
21	SO	60	Less
22	SJ	50	Less
23	SR	75	Good
24	SA	60	Less
25	VM	70	Less
26	YP	60	Less
27	YI	70	Less
Total		1685	

The result of the test of cycle I showed that 11% of the students got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. Thus, this research has not met the success criteria, namely 75% of students must achieve a score above the Minimum Completion Criteria (KKM). Therefore, the author and teacher must continue to the next cycle of Classroom Action Research (CAR) because it has not been successful.

Table 3 The Students' Result in Cycle II

No.	Name	Score	Explanation
1	AA	80	Good
2	AS	90	Good
3	AF	75	Good
4	AM	60	Less
5	EA	80	Good
6	FY	90	Good
7	FR	80	Good
8	NN	75	Good
9	IA	80	Good
10	IK	85	Good
11	Mi	90	Good
12	MR	70	Less
13	MH	80	Good
14	NI	90	Good
15	NA	75	Good

16	NM	85	Good
17	PY	80	Good
18	RA	60	Less
19	RS	80	Good
20	RR	80	Good
21	SO	90	Good
22	SJ	80	Good
23	SR	70	Less
24	SA	95	Good
25	VM	80	Good
26	YP	90	Good
27	YI	80	Good
Total		2170	

The result of the test of cycle II showed that 87.1% of the students got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. So it has met criterion of success that 75% of the students must get the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. Therefore, the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded.

CONCLUSION

The implementation of Contextual Teaching and Learning (CTL) Model at XII-A class of SMA N 1 SEI KEPAYANG in academic year 2024/2025 can be concluded that Contextual Teaching and Learning can improve students' writing ability. It can be proved from the following fact. First, the improvement could be seen from the increase of students' mean writing score from 62,4 or 11% of the class percentages which pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 (seventy-five) in the cycle I, and 80,5 or 85% of the class percentages which pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 (seventy-five) in the cycle II. Second, from the result of observation sheets, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas. Third, the result of questionnaire showed that students gave positive responses to the implementation Contextual Teaching and Learning (CTL) Model in arrangement of Themes in text. Moreover, Contextual Teaching and Learning (CTL) Model would be alternative strategy in teaching writing.

THANK-YOU NOTE

I would like to express my gratitude to the presence of Allah SWT the Almighty for all His blessings, gifts, opportunities, health, and mercy so that I can complete this thesis. My prayers and greetings to the Great Prophet Muhammad SAW who has brought the light of truth to mankind. The preparation of this thesis cannot be separated from the support of many parties. I would like to express my deepest gratitude to my advisor Putri Lidiana Permata Sari, for her guidance, direction, and time in helping me complete this thesis. I would also like to thank my family, friends, and colleagues who always provide support, prayers, and encouragement. Hopefully all the help and kindness given will be rewarded manifold by Allah SWT. I hope this thesis will be useful for me and the development of science.

BIBLIOGRAPHY

- Gill, A. A., & Janjua, F. (2020). Genre Pedagogy and ELLs' Writing Skills: A Theme Analysis. *English Language Teaching*, 13(8), 141. <https://doi.org/10.5539/elt.v13n8p141>
- Jing, W. (2015). Theme and thematic progression in English writing teaching. *Journal of Education and Practice*, 6(21), 178–187.
- Liu, J., & Liu, L. (2013). An empirical study on the application of Theme Theory in the field of writing pedagogy. *English Language Teaching*, 6(5), 117–128. <https://doi.org/10.5539/elt.v6n5p117>
- Setiawan, Elfa et al. 2020. "Pelatihan Keterampilan Menulis Dalam Korespondensi Berbahasa Inggris, Menerjemahkan Serta Keterampilan Menggunakan Grammarly, Google Translate, Dan Google Drive Di Sekolah Menengah Kejuruan KSATRYA, Rawasari, Jakarta Pusat." *Jurnal Komunitas : Jurnal Pengabdian Kepada Masyarakat* 2(2):118–26. doi: 10.31334/jks.v2i2.733.
- Syafira, Dela, and Afnita Afnita. 2022. "The Influence of Contextual Teaching and Learning Methods and Learning Motivation on Students' Negotiation Text Writing Skills." *AL-ISHLAH: Jurnal Pendidikan* 14(4):6231–42. doi: 10.35445/alishlah.v14i4.2241.
- Thesis, A., and Mita Yumei Anastasya. 2023. "Improving Students' Writing Skill Through Contextual Teaching and Learning (Ctl) At the Twelfth Grade Students of Man Palopo English Language Education Study Program Education and Teacher Training Faculty Improving Students' Writing Skill Through Cont." (16).
- Triandy, Rendy. 2017. "Pembelajaran Mengidentifikasi Ide Pokok Dalam Artikel Dengan Metode Inquiry Pada Siswa Kelas X Sma Pasundan 2 Bandung." *LITERASI : Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah* 7(2):143. doi: 10.23969/literasi.v7i2.525.
- Utaminingsih, Sri, and Naela Khusna Faela Shufa. 2019. "Model Contextual Teaching and Learning." *UPT PERPUSTAKAAN. Universitas Muria Kudus* 1:105–12.

JEELI

Journal of English Education and Linguistics

Vol. 4 No. 1, Januari 2026, p. 160 – 167

Available online <http://jurnal.una.ac.id/index.php/jeeli/index>