

**THE APPLICATION OF CONTEXTUAL TEACHING AND LEARNING  
APPROACH (CTL) TO ENHANCE THE STUDENTS' WRITING  
ABILITY IN DESCRIPTIVE TEXT  
(A Classroom Action Research at the Second Grade Students of SMA  
Muhammadiyah 2 Makassar)**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
University Muhammadiyah of Makassar in partial fulfillment of the Requirement  
for the Degree of Education in English Department*

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2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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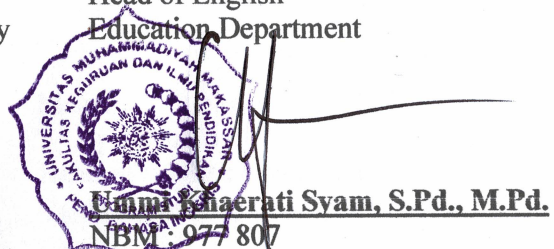
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Day / Date	Chapter	Note	Sign
Saturday 18/11/2017	IV	<ul style="list-style-type: none"> <li>• Fix the calculation of the students' score (penilaian)</li> <li>• Fix the structure and grammatical</li> <li>• The result of students' writing ability in descriptive text, explain it with briefly and clearly.</li> </ul>	
Saturday 25/11/2017	IV	<ul style="list-style-type: none"> <li>• Don't use a lot of tables.</li> <li>• The improvement of content and organization make it in one table.</li> </ul>	
		See	

Makassar, November 2017

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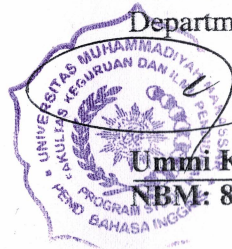
**COUNSELLING SHEET**

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Day / Date	Chapter	Note	Sign
6/11/17	1-5	<ul style="list-style-type: none"> <li>- Conclusion for previous findings</li> <li>- components of writing</li> <li>- Process writing activity</li> <li>- Definition of CTL perbanyak sumanya.</li> <li>- Principles &amp; Strategies of CTL add some theories.</li> <li>- chapter 5 ?</li> <li>- check references</li> <li>- Instruments (Field Notes) ?</li> </ul>	
8/11/17	1-5	Alc	

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Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

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2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang Membuat Perjanjian

**Rian Sesar Tamala Yusuf**

## MOTTO

*“Selalu libatkan Allah dalam hal apapun”*

*“Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu selesai (dari suatu urusan) kerjakanlah dengan sungguh-sungguh urusan yang lain, dan hanya kepada Allah lah hendaknya kamu berharap”.*

*(QS. Al-Insyirah, Ayat 6-8)*



## DEDICATIONS

*This thesis is genuinely dedicated to:*

1. *My father, Drs. Muh. Yusuf Kadir and my mother, Kalsum, S.Pd,*

*For the loves, prayers, patience and supports. You're my greatest motivation. I'm proud of having you.*

2. *My brother and sister, Rahmat Yusuf Putra, S.E and Ratih Harpawati, S.Kom,*

*For the happiness and the time we share together*

## ABSTRACT

**Rian Sesar Tamala Yusuf, 2013.** *The Application of Contextual Teaching and Learning Approach (CTL) to Enhance the Students' Writing Ability in Descriptive Text (A Classroom Action Research at the Second Grade Students of SMA Muhammadiyah 2 Makassar).* A Thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guided by Abd. Muin and Farisha Andi Baso.

The objective of the research was to find out the improvement of the students achievement in writing ability especially in writing descriptive text through Contextual Teaching and Learning Approach (CTL) in term of content and organization.

The researcher used Classroom Action Research (CAR). This action research study consisted of two cycles, carried out in nine sessions from October 4<sup>th</sup> 2017 to November 1<sup>nd</sup> 2017. The population of this research is the second grade students of SMA Muhammadiyah 2 Makassar in the academic year 2017/2018. The sample of this research is the students in class XI IPS, the total number students of this class is 30 students, consists of 18 female and 12 male. The data of this study was quantitative which supported by form of qualitative. The qualitative data obtained by observing the teaching and learning process during the implementation of the actions, the data was in the forms of field notes. And the quantitative data obtained by conducting a test to the students'.

The results of the research indicated that the used of Contextual Teaching and Learning Approach (CTL) improved the students' ability in writing descriptive text. The total mean score of the students' ability in writing descriptive text covering content and organization in diagnostic test was 57.23, cycle I was 68.66 and cycle II was 79.66, it improved 39.19%. Based on the result, it concluded that the use of Contextual Teaching and Learning Approach (CTL) was able to improve the students' ability in writing descriptive text and also improved interest, motivation, and attitudes toward the teaching and learning process.

**Keywords:** *Writing Ability, Descriptive Text, Contextual Teaching.*

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Assalamu Alaikum Warahmatullahi Wabarakatu.

Alhamdulillahirobbil'alamin, in the name of Allah, The Most Gracious, The Most Merciful and the Almighty who never stop blessing me so that I could finish this thesis. Shalawat is also sent to Prophet Muhammad Shallallahu Alaihi Wasallam who had delivered the truth to human beings.

In accomplishing the study, I thank a lot of people for the support, guidance, assistance, companion, and prayers. Thus, I would like to express my gratitude to:

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Finally, I realize that this thesis is not yet perfect. However, I do hope that this thesis may give some contribution to the future investigation in the English teaching and learning process. Amen. Wassalamu'alaikum Warahmatullahi Wabarakatu.

Makassar, November 2017

The Researcher

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a tool to communicate with other people. By using language people can express something to other people with easily. There are many languages that use by people in all over the world. One of them is English. English becomes a global or international language that is used by people to communicate each other. English can solve the problem in conversation with other people who have different background of cultures and languages because English have an important role in the international communication. There are four language skills in English, they are listening, speaking, reading, and writing. One of the important skills is writing.

Writing is a powerful instrument of thinking because it helps us to have control over our thoughts and shapes, perceptions of ourselves, and the world around us. Writing makes our thoughts and experiences vivid and long lasting as well as helps us learn things in every subject area. In other words, writing is the way we make sense of our world (Anthony in Saed and Al- Omari, 2014:90). Writing is not drawing some words on a piece of paper and formulating letters together. It needs a specialization to combine an idea and good product of writing. In producing good writing, there are many conventions of rules that have to be followed in order to achieve the standard of writing skills, such as master

the terms of vocabulary, choices of word, paragraph organization, and grammar. This process of writing also needs some competencies and skill. Writing skill needs some practice and continuous training.

As one of language skills that taught in Senior High School, writing needs more attention because students get some difficulties in mastering it especially in writing descriptive text. According to Finoza in (Dalman, 2015:93) descriptive text is a form of writing that aims to expand the knowledge and experience of the reader by describe the true nature of the object. In fact, even after many years of study there are still many students who cannot write well especially in writing descriptive text. Most of students in Senior High School have a low ability to write descriptive text, the factors of it, such as: 1) students have less interesting and motivation to write, 2) students are less practice in writing 3) students are confused to determine the topic, main idea, or the first sentence to be written, 4) students are difficult to write the detail of the object, 5) students are difficult to control the language skills, such as spelling and punctuation usage, the rules of writing, drafting clauses, and correct sentence structure.

To enable the students master writing skill, the teacher as facilitator should do a few things, such as: 1) the teacher must be well-prepared the material, 2) the teacher must build up the students' background knowledge about writing, 3) guide the students to master the skill of writing, 4) the teacher must increase the students' motivation to write, 5) the teacher must create an interesting learning, 6) the teacher should use an appropriate approach of

learning to teach in the classroom. One of the approaches that emphasizes the process and content of writing, which was discovered by Dewey in (Satriani, et al, 2012:11) is a contextual approach. The contextual approach is a learning philosophy that emphasizes students' interests and experiences. Similar with Dewey, Tiningsih, et al, (2014: 19) contextual teaching and learning approach is a conception to know the situation and motivation for every student that can make connections between knowledge and experience in their lives.

Based on the phenomena above, the researcher proposes to use a Contextual Teaching and Learning Approach (CTL). By using Contextual Teaching and Learning Approach (CTL) hopefully students can improve their ability to write and will be more interested to write some ideas. The title of this research is **“The Application of Contextual Teaching and Learning Approach (CTL) to Enhance the Students’ Writing Ability in Descriptive Text.”**

## **B. Research Questions**

Based on the background above, the researcher formulates the following research questions:

1. How does Contextual Teaching and Learning Approach improve the students' ability to write descriptive text in term of content at the second grade of SMA Muhammadiyah 2 Makassar?

2. How does Contextual Teaching and Learning Approach improve the students' ability to write descriptive text in term of organization at the second grade of SMA Muhammadiyah 2 Makassar?

### **C. Objective of the Study**

In relation to the research questions mentioned above, the general objective of this research is to measure the improvement of the students' writing ability in descriptive text in terms of content and organization through Contextual Teaching and Learning Approach (CTL)".

### **D. Significances of the Study**

The researcher hopes that the results of this study can be used by the researcher, students, and teacher.

1. For the researcher

Add more knowledge about discourse study especially about this approach in writing descriptive text.

2. For the students

Help the students to improve their writing ability especially in descriptive text.

3. For the teacher

As an additional reference that may be useful for the teacher to use a good approach of learning in teaching and learning process.

**E. Scope of the Study**

The scope of this research limited this research to the students' writing ability in descriptive text in terms of content and organization through Contextual Teaching and Learning Approach (CTL) at the second grade students of SMA Muhammadiyah 2 Makassar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This research focuses to improve the students' writing ability in descriptive text through Contextual Teaching and Learning Approach (CTL) at the second grade students of senior high school. This chapter discusses previous research findings and relevant theoretical backgrounds which are related to the research that used to strengthen the framework of the study.

#### **A. Previous Research Findings**

The researcher reports the identification of using several study to enhance the students writing ability, some researchers' findings are briefly cited.

Sumardi (2014) in his thesis, *"Increasing the students' writing ability in Descriptive Paragraph through POWER Strategy (A Classroom Action Research) at the eleventh Grade of Science Class of MAN Makaji-Gowa"*. He found that after discover the data's in cycle I and II there a significant improvement. The conclusion show that the implementation of POWER method give the students more chance and time to collect their ideas and also give the students' freedom to organize their ideas, so they can decide the contents that they want to write.

Taufiq (2013) in his thesis, *"Improving the students' writing skill in using Descriptive Paragraph through make a match method (A Classroom Action*

*Research) at class VIII A MTsN Reok Manggarai Regency of NTT*". He found that after discovery data's in cycle I and II, the result of the data analysis through the writing test showed that the technique had succeeded to improve the students' achievement in writing skill. It was indicated by mean score of the students' test in cycle I is 51.05% and it is improved in the last meeting in cycle II until 95.83%.

Tuti (2013) in her thesis, "*Improving the students' ability to write recount text by using picture series media at the first year of Madrasah Aliyah Muhammadiyah Panaikang Bantaeng (A Classroom Action Research)*". She found that the students mean score based of elements of writing in generic structure is 57.45, in cycle I is 64.5 and the cycle II is 76.15. the students' improvement d-test to cycle I is 12.27%, cycle I to cycle II is 18.06, while the score students' elements in language use in d-test is 55.91, in cycle I it is improved become 62.39 and in cycle II the students' score is 77.79. The students' improvement from d-test in cycle I is 11.59%, cycle I to cycle II is 24.68%. Based on the data, the researcher concluded that through Picture Series Media has succeeded to improve the students' ability to write recount text.

Based on the previous research, the researcher concluded that the similarity with this research is improving the students writing ability especially in descriptive text. There a lot of ways to improve the students' ability in writing descriptive text, but in this case the researcher focus to apply Contextual



Teaching and Learning Approach (CTL) to improve the students ability in writing descriptive text, especially in term of content and organization.

## **B. The Concept of Writing**

### **1. Definitions of Writing**

Writing is one of four major skills in which words are set in a written form. It is an indirect communication and it is means for expressing ideas, thought and experience. Writing is not only a matter of writing words or sentences, but it is a means of communicating ideas to people.

According to Anthony in (Saed and Al- Omari, 2014:90) writing is a powerful instrument of thinking because it helps students to have control over their thoughts and shapes, their perceptions of themselves, and the world around them. Writing makes our thoughts and experiences vivid and long lasting as well as helps us learn things in every subject area. In other words, writing is the way we make sense of our world.

Writing encourages students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds (Harmer in Masitoh and Suprijadi, 2015:39). In addition, Oshima and Hogue (1997:2) writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you

read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Based on that experts' statement above, I concluded that writing is the good way to stimulate the students' thought, ideas and also to express their experience and knowledge by using written language as a media.

## **2. Components of Writing**

According to Reid in (Saputra, 2014: 50) the components of writing are vocabulary, content, organization, style, language use. Content refers to logical development of ideas. Organization refers to introduction, body, and conclusion. Style refers to syntactic structure and vocabulary, Language use refers to mechanics, punctuation, capitalization, spelling, and grammar.

In addition, Harmer in (Ilmi, 2015:12) there are five components of writing, such as:

### **1. Organization**

It contains reasonable sentences that support the topic of the writing. Organization is needed to understand the meaning of text. If the idea and sentences are well organized it can be understood by the reader.

### **2. Content**

Content refers to the sentences that flow easily and is not too hard to understand. Reasonable sentences or ideas that are arranged into a good

story refer to meant by the content. The content also includes the idea of the writer. It means that what writer is going to convey ideas to the reader.

### 3. Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning.

### 4. Punctuation

Punctuation or spellings are important in writing. It is needed to make their writing sounds reasonable to be read. We need to put capital letter, commas, and point in our writing.

### 5. Style

Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by the students. Without that, they cannot do many kinds of English tasks. The lack of vocabulary means the failure in the communication. So in the writing, students must have enough vocabulary to make it succeed.

In line with, Jacobs in (Taufiq, 2013:28) mentions that there are five aspects of writing, they are: 1) content means generate ideas and provide supporting details: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic, 2) organization express fluent expression: ideas clearly stated/supported, succinct, well-organized, logical sequence and cohesive, 3) language use means use the form of writing involve correct usage

and point of grammar, 4) mechanics means use correct English writing: demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing.

Based on that explanation, in making a good writing we should follow those rules. The rules and component of writing is important to make the reader know our writing, so our writing has meaning.

### **3. Types of Writing**

According to Finnochiaro in (Astarina, 2011:20) divide English writing into two types: first is practical or factual writing, this type of writing deals with facts. Factual writing includes advertisements, internet web sites, current affairs shows, reports, etc. They present information or ideas and aim to show, tell or persuade the audience. Second is creative and imaginative, this type exists in literature including aboriginal dreaming stories, fairy tales, novels, etc. They are constructed to appeal our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs.

### **4. Guidelines for a Process Writing Activity**

Process writing as a classroom activity incorporates the four basic stages. Firstly is planning (pre-writing). In this planning stage, writers have to think about three main issues. In the first issue they have to consider the purpose of their writing. Second, experienced writers think of the audience they are writing for. Third, writers have to consider the content structure of

the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include (Harmer in Hami, 2011:11).

Secondly is drafting, according to Burdett and Ginn in (Astarina, 2011:15) this step means the writer “go” to the text as a first draft. Besides putting the idea on the paper, the writer should also develop the idea obtained from prewriting. After getting some key words to develop the idea, then begin with the most important information and end with the least important, so the information related to the idea will be well ordered.

Thirdly is revising, at this stage the writers review the texts based on the feedback given in the previous stage. According to Muschla in (Wahyuningsih, 2011:11) revising stage includes checking for language errors, content, and ideas organization. Revising is as the activity that makes draft better such as rereading, rewriting, reviewing, rethinking, rearranging, restructuring, tightening, deleting, moving, expanding, unifying, correcting, and redrafting.

The last is editing. At this stage, students re-engaged in tidying up their text as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like (Richard and Renandya in Hami, 2011:13).

## **C. The Concept of Contextual Teaching and Learning Approach (CTL)**

### **1. Definitions of Contextual Teaching and Learning Approach (CTL)**

According to Dewey in (Satriai, et al, 2012:11) contextual teaching and learning is a contextual approach that is a learning philosophy that emphasizes students' interests and experiences. Furthermore, Johnson in (Suparman, et al, 2013:3) state that contextual teaching and learning, an instructional system, is based on the premise that meaning emerges from the relationship between content and its context. Context gives meaning to content. The broader the context within which students is able to make connections, the more meaning content will hold for them.

In addition, Johnson in (Satriai, et al, 2012:11) contextual teaching and learning as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way. Contextual teaching is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety of in school and out-of-school setting in order to solve simulated or real-word problem (Nurhadi in Kadir, 2011: 13).

Furthermore, Berns and Erickson in (Rohman, 2013:105). Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their

lives as family members, citizens, and workers and engage in the hard work that learning requires.

Based on the statements above, I concluded that contextual teaching and learning emphasizes the students' involvement in whole process to be able to seek out the material learned and relate the real life situation in order to motivate students to apply the knowledge or skill acquired in their life. Besides that, contextual teaching and learning helps the teachers relate the subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

## **2. Principles of Contextual Teaching and Learning Approach (CTL)**

According Trianto in (Tiningsih, et al, 2014:20) the approach of contextual teaching and learning (CTL) has seven main principles, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

In line with it, Rusman (2016:193) more explains the principles of CTL as follows: 1) constructivism is the process of build or develops new knowledge in students' cognitive structure based on experience, 2) inquiry is the learning process based on a search and discovery through a process of thinking systematically, 3) questioning is basically asking and answering questions, 4) learning community means learning through study groups, 5)

modeling is a learning process as an example to demonstrate something that can be emulated by every student, 6) reflection is the process of settling the experience has been learned, 7) Authentic assessment is the process by the teacher to gather information about the students learning progress.

### **3. Strategies in Contextual Teaching and Learning Approach (CTL)**

In line with the implementation of contextual approach, there are some strategies that teachers use in the classroom. There are five strategies proposed by Crawford in (Khaefiatunnisa, 2015:85), these strategies are relating, experiencing, applying, cooperating, and transferring (REACT). The REACT strategies are elaborated as follows: 1) relating can help students to create their own knowledge by relating the topic discussed with their experience, 2) experiencing is useful for the students to lean the new concept, 3) applying motivates students to use the concept in solving the problems, 4) cooperating encourages students to develop their cooperative and communication skills and build their self-confidence, 5) transferring helps students to use the knowledge in a new context in their life.

## **D. The Concept of Descriptive Text**

### **1. Definition of Descriptive Text**

According to Kane in (Masitoh and Suprijadi, 2015:40) description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of



perception. In addition, Berry in (Ramadani, 2013:22) state that successful description makes the readers see, hear, smell, taste or feel as the particular situation demands. Description has a purpose to help readers understand the material qualities and fundamental structure of physical objects, organisms, and phenomena. The writers guide the emotional responses of readers by selecting sensory details referring to sight, heard, smell, touch or taste to create a dominant impression.

In line with it, Gerot and Wignell in (Ilmi, 2015:20) state that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. The social function of descriptive text is to describe a particular person, place, or thing. A good description has unifying idea and everything that support the idea. A description shows and allows the reader to see, hear, and feel the subject matter clearly.

Based on the statements above, I concluded that descriptive text is a text to describe something based on the true nature of object. Good description is to use details that help the reader imagine the object that the author described.

## **2. Components of Descriptive Text**

According to Hammond in (Ilmi, 2015:20) divide the components of descriptive text into two: firstly is generic structure, generic structure of descriptive text consists of identification and description. Identification means identifies phenomenon to be described and description means describes parts, qualities, characteristics, etc. Secondly is a language feature of descriptive text, such as focus on specific participants, use attributive and identifying processes, use simple present tense.

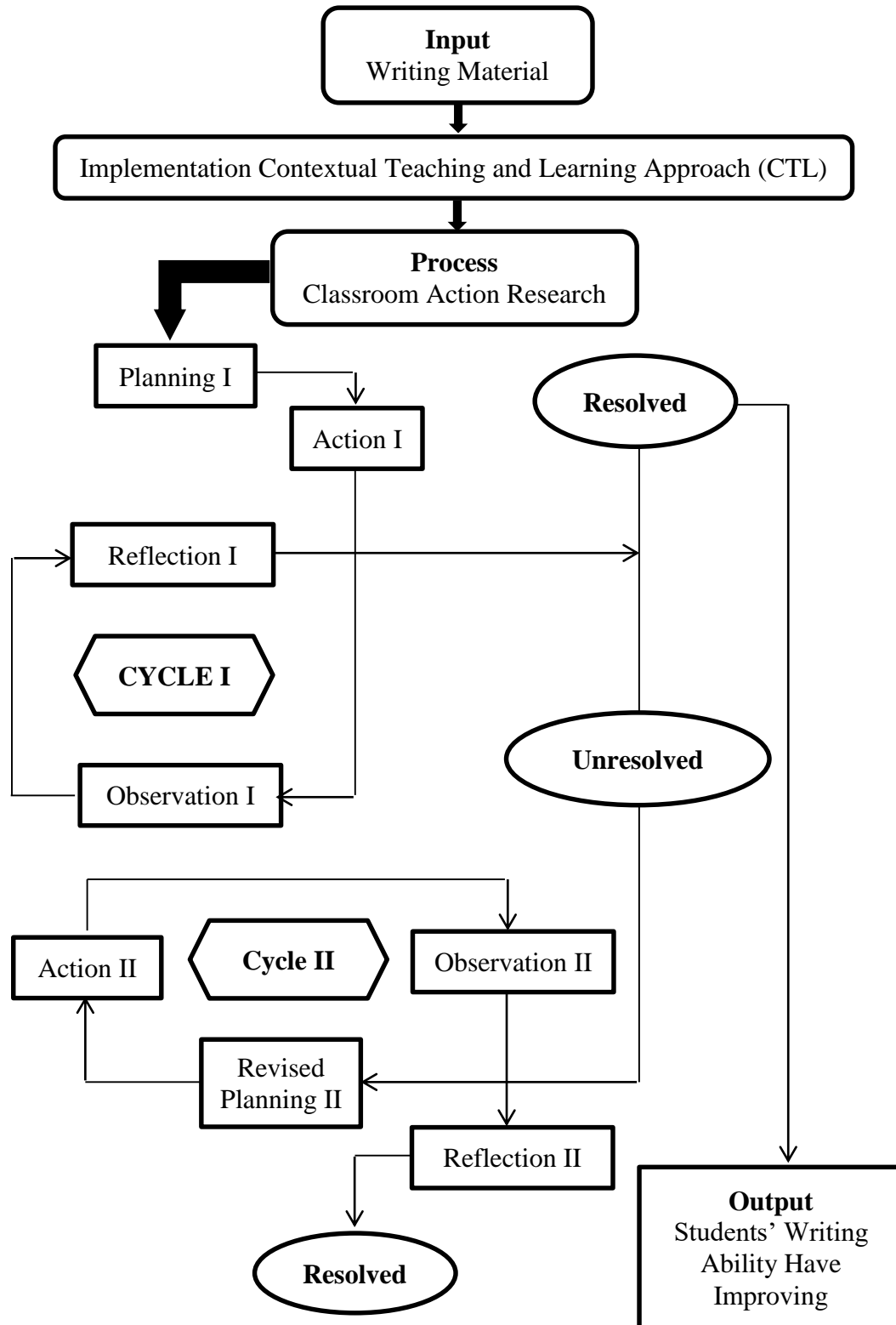
## **3. Characteristics of Descriptive Text**

According to Dalman (2015:94) descriptive text have characteristics, as follows: descriptions more show details about the object, descriptions are given the sensitivity and form the imagination of reader, descriptions are delivered with attractive language style, and description are describes something that can be heard, seen, and felt. For example: things, nature, colors, person and place.

In addition, According to Berry in (Ramadani, 2013:22) mention three attributes of effective descriptive writing. The first is clarity of expression means that the writer must describe every item so clearly that the reader can see the subject completely on the first reading. The second attribute is fidelity to actual fact means that the writer should tell the truth. There is only a constant and forth right attempt to be accurate. The third attribute of effective

description is overall interest or appeal. One can find the qualities that first attract him by looking hard at the subject to be described. One should strive to describe those qualities in a manner that will create the same attraction for his readers.

### E. Conceptual Framework



The researcher tried to use contextual teaching and learning approach (CTL) to improve the students' writing ability in descriptive text. The researcher adopted a classroom action research method that developed by Kemmis and McTaggart. According to Kemmis and McTanggart in (Yamtinah and Saputro, 2015:51) classroom action research consists of two cycles, every cycle divide into four essential steps, such as: 1) planning means formulate problems, define research objectives and methods, and develop action plans, 2) action is taken as an attempt to achieve a change, 3) observation means observing the results or impact of actions on teaching and learning process, 4) reflection means review and consider the result or impact of the action. The data in this research were collect through observing the teaching and learning process and conducting writing tests. By using contextual teaching and learning approach in the writing teaching and learning process, it was expected that the students' writing ability will be improving.

## **CHAPTER III**

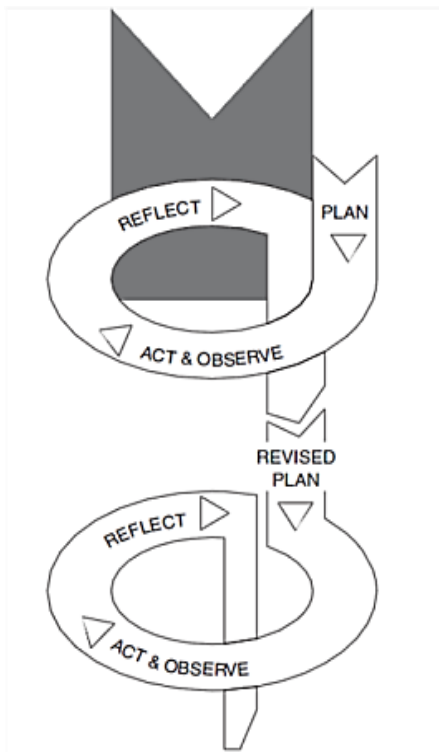
### **RESEARCH METHODOLOGY**

Research method takes an important role in a research. The quality of the result of research greatly depends on the method. In this case, the researcher chose quantitative approach to analyze the data.

This chapter discusses seven main points. They are research design, research variables and indicators, population and sample, research instrument, procedure of data collection, and technique of data analysis.

#### **A. Research Design**

This research adapted a classroom action research model by Kemmis and McTaggart. Classroom action research is a study carried out in the classroom to identify the problems and solving the problem during teaching and learning process. The researcher conducts two cycles. There were four main stages in each cycle they were planning, action, observation, and reflection. The process of action and observation were also the implementation of the cycle.



(Kemmis and McTaggart in Burns, 2014:25).

## B. Population and Sample

The population of this research was the second grade students of SMA Muhammadiyah 2 Makassar in the academic year 2017/2018. In class XI, there was only one class, they are class XI IPS. So, the researcher had chosen this class for this research. Total number students of this class is 30 students, consists of 18 female and 12 male. The total number of the students would be the sample of this research.

### **C. Research Variables and Indicators**

#### 1. Variable

##### a. Independent Variable

The independent variable of this research was to implementation of Contextual Teaching and Learning Approach (CTL) that used by teacher when teaching the material in the class.

##### b. Dependent Variable

The dependent variable of this research was the students' writing ability in descriptive text.

#### 2. Indicators

The indicator of this research used on measuring the variables. The indicators are content and organization.

### **D. Research Procedures**

The research procedure is divided in two cycles. Every cycle consists of four steps; planning, acting, observing, and reflecting. It will be representing as follows:

#### **1. Cycle I**

##### a. Planning

The cycle begins with a series of plan actions in order to get optimal result. It was an activity in which the researcher needs to prepare before doing an action research. In doing this step, the researcher prepared a lesson plan to



teach writing in descriptive texts and continue to prepare the materials such as field notes and test as the research instruments.

b. Acting

In this section, the researcher implemented the plan. The first thing that the researcher does in this stage was building knowledge students about the materials. The researcher showed the student some picture based on the topic. The picture is commonly seen around them. The researcher tried to gain students' attention by showing those pictures and ask them to analysis the picture. The researcher asked them to try to describe what they see in the picture and give some vocabulary. Then, the researcher explained what descriptive text is. It covered the purpose, characteristics, kinds, components, structure, and language features of descriptive. The researcher gave them an example of descriptive text based on the given picture. The researcher put it into slides and gives some parts of it as examples of generic structure and language features.

After that the researcher divided students into groups, each group consist of five students. The researcher decided the topic and asks to each group to choose one object and write it in descriptive text. While the students work in groups, students can go outside from the classroom to look directly the object that they choose to write. By looking it directly, it helps students to write the details of object. In this section each group must finish doing evaluation in 30 minutes. After each group finishing their work, the researcher

assesses to each group and informs the best group. The group which gets high value and be fastest in doing the work was becoming the best group. For the last the researcher gave test for each student to measure their improvement in writing descriptive text.

c. Observing

In this step, the researcher observed all the events or activities that happen during the study. Observation needs to plan a further strategy or to revise the treatment in the next cycle. The researcher observed the classroom atmosphere to know students' enthusiasm, response, and ability in doing exercise. The researcher used field notes to guide in judging students' behavior in receive the materials and interact in the teaching learning activities.

d. Reflecting

In this section, the researcher tried to inspect the students' progress in writing. The researcher analyzed some problems that have not been solved. In short, the purpose of reflecting was to revise the plan for the next cycle. Then there was a cycle 2 in this research to revise the previous cycle.

## 2. Cycle II

a. Planning

After analyzing cycle 1, the researcher designed a lesson plan for cycle 2. It was to find out the solution of the problems arose in cycle 1. The

researcher created a lesson plan that had modified to cover the weaknesses in cycle 1. Another picture prepared to this cycle. The researcher used more detail picture with some guide vocabulary and detail information about the picture. The researcher prepared instruments to measure students' progress. The instrument was field notes and tests.

b. Acting

This stage is actually same with the previous cycle. The researcher explained about descriptive text although it had been explaining on previous cycle. In order to help the students understand the picture easily, the researcher explained how to find the information at the picture and put it in a diagram, then do brainstorming. After that, the researcher decided the topic and asked to each group to choose one object and write it in descriptive text.

Still in group, the researcher asked students to go outside from the classroom to look directly the object that they choose to write. The researcher guided students to write everything that they had seen in the diagram. After doing it students do brainstorming. They tried to write it step by step. In this section each group must finish doing the evaluation in 30 minutes. After each group finished their work, the researcher assessed to each group and informs the best group. The group which get high value and be fastest in doing the work was become the best group. For the last the researcher gave test for each student to measure their improvement in writing descriptive text.

c. Observing

In this step, the researcher tried to observe how far students understand the whole materials. This step is done by write down the learning process during this cycle in field notes.

d. Reflecting

Reflection was activity to find out significant progress of cycle 1 and cycle 2. The researcher analyzed the result of the test. The researcher compared the result of test and the non-test from cycle 1 and cycle 2. The non-test instrument was field notes that used to find the progress of students including students' behavior during learning process. All data are gathering, calculate and conclude to find out the students' improvement.

## **E. Research Instruments**

In this section, the researcher used field notes and test as instruments for collecting data.

1. Field notes

Field notes is a description of event in the research context which is writing in a relatively factual and objective style. Field notes used to collect the data about the students' participant and the interaction between students and teacher. It also used to observe situation of the class during the study, whether the teaching process is progressing or declining. Furthermore, the researcher used it to observe the implementation of the Contextual Teaching

and Learning Approach (CTL) activity in teaching and learning process of writing.

According to Wallace in (Ilmi, 2015:42) there are six aspects of teaching and learning which could use as guidance in making the field notes: 1) teaching learning process, 2) performance of individual students, 3) interesting or common errors made by students, 4) problematic issues/dilemmas, 5) ideas, inspirations, things that worked well, and 6) amusing incidents, remarks.

Based on aspects above, the researcher constructed four aspects in constructing the field note which were also related to the purpose of this research. It involved the aspects of the process of teaching and learning, the students' attention, material given, and the use of contextual teaching and learning approach (CTL) in teaching writing. The field notes then used to provide qualitative information. Here is the form of field notes:

No	Aspects	Descriptions
1	Learning environment	
2	The students' enthusiasm and respond (interaction)	
3	The students' attention	
4	The students' cooperation	

## 2. Test

Test used to measure the improvement of the students' writing ability in descriptive text after the implementation of Contextual Teaching and Learning Approach (CTL). The instrument for assessing students' writing ability is paragraph essay.

## **F. Technique of Data Collection**

The researcher used quantitative technique to collect the data, which supported by form of qualitative data technique. The qualitative data were analysis by using field notes and for the quantitative data, the researcher conducted the tests.

### 1. Field notes

While teaching and learning process, the researcher observed all the students' activities. It included the opening of teaching and learning process, the main activities, and the closing. The researcher wrote it down in paragraph description as a field notes. The researcher prepared the form of field notes. After that, the researcher continued to do another step, the steps as follows:

- a. The researcher checked the students' attendance, before start the lesson;
- b. While the researcher gave material, the researcher observed:
  1. The students' enthusiasm and respond. Whether there are any students who asks for questions and give a feedback or not.

2. The students' attention. Whether there are any students who do another activities in the classroom or not, for example talks with their friends and make a noisy situation.
  - c. After the researcher gave material, the researcher divided students into group of learning. While working in groups, the researcher observed the students' cooperation. Whether students can work with their friends or not;
  - d. The last, the researcher observed the learning environment, it start to observe from the opening of teaching and learning process, the main activities, and the closing.
2. Test

In the last meeting of every cycle, the researcher gave test to the students. The test was writing a descriptive text into one until two paragraphs based on the topic. Here are the steps:

- a. The researcher prepared test material or topic for students;
- b. The researcher checked the students' attendance;
- c. The researcher started the class by inform to students that today we are going to do a test to measure their improvement in writing descriptive text;
- d. The researcher gave instructions how to work a test;
- e. The researcher gave a paper to each students;

- f. The researcher asked students to follow four steps in writing process activity to write descriptive text.
- g. After gave a test, the researcher correction the students writing text based on their mistakes.

There were two criteria that concerns of the researcher on measuring.

Those were content and organization

#### 1. Content

There are two components of content that focus of the researcher, they are unity and completeness. Unity means that the entire paragraph should focus on one single idea and the supporting details should explain the main idea. Thus, the concluding sentence should end the paragraph with the same idea. And completeness means supplies sufficient supporting evidence or reason to support the topic sentence.

#### 2. Organization

The researcher focuses to measure coherence as one of the components of organization. Coherence means establishing a relationship between the ideas presented in a paragraph. The ideas, thus, expressed in the paragraph, flow smoothly from one to the other in a logical sequence.

The rubric's score of content and organization as follows:



	Score	Classification	Indicators
<b>C O N T E N T</b>	90-100	Excellent	The ideas are about the topic selected, clearly stated, clearly supported, comprehensible, well developed, presented in fluently expressed, and relevant.
	80-89	Very Good	The ideas are about the topic selected, clearly stated, clearly supported, quite comprehensible, well developed, adequate relevant, and presented in adequately expressed.
	70-79	Good	The ideas are about the topic selected, rather clearly stated, enough supported, quite comprehensible, generally developed, quite relevant, and presented in sufficiently expressed
	60-69	Average	The ideas are about the topic selected, not clearly stated, limit to support, not comprehensible, lack of developing, not quite relevant, and presented in non-fluent expressed.
	50-59	Poor	The ideas are about the topic selected, not clearly stated, not clearly supported, incomprehensible, poor development, irrelevant, and not communicative.
	<b>O R G A N I Z A T I O N</b>	90-100	Excellent
80-89		Very Good	The organization is adequate concise and the ideas are adequate organized, adequate cohesion, adequate coherence, relevant to outline, and sufficient sequencing.
70-79		Good	The organization is quite concise and the ideas are generally organized, generally coherent, mostly relevant, presented in some logical sequencing, and few ideas are break out cohesion.
60-69		Average	The organization is not concise and the ideas are almost loosely organized, inadequate cohesion, inadequate coherent, and lack of logical sequencing.
50-59		Poor	The organization is not concise, the organizations are loosely organized and the ideas are confused, disconnected and not presented in logical sequencing.

(Glencoe, 2000:118).

### G. Technique of Data Analysis

The data of this research conducted from quantitative data technique, which supported by form of qualitative data technique. The qualitative data were analyzed by using field notes and for the quantitative data, the researcher conducted the tests. Here are the steps of data analysis:

1. The researcher assessed the result of each students writing test;
2. After that, the researcher assessed the result of the students' writing test in each cycle and found the mean of it;
3. The last step is the researcher compared the improvement of the students' score in each cycle.

To classify the students' score, there are five standard categories of evaluated as follow:

No.	Score	Criteria
1	90-100	Classified as excellent
2	80-89	Classified as very good
3	70-79	Classified as good
4	60-69	Classified as average
5	50-59	Classified as poor

(Jacobs in Hami, 2011:36).

In knowing the mean of the students' score in writing test, the researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  = Mean score for sample

$\sum X$  = Total score of students

$N$  = Total number of students (**Arikunto, 2007:264**).

To calculate percentage students' achievement in writing descriptive text, the researcher used this formula:

$$P = \frac{F}{N} \times 100$$

Where:  $P$  = Percentage

$F$  = Frequency

$N$  = Total number of students (**Sudjana, 1990:193**).

**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents two sections, research finding and discussion. Research finding consists of the data of the students' ability in writing descriptive text in term of content and organization, and discussion contains of the analysis in finding.

**A. Research Finding**

**1. Result of Students' Writing Ability in Descriptive Text**

The improvement of the students' ability in writing descriptive text after the implementation Contextual Teaching and Learning Approach (CTL) at the second grade students of SMA Muhammadiyah 2 Makassar, described as follow:

*Table 4.1 The Mean Score of the Students' Ability in Writing Descriptive Text*

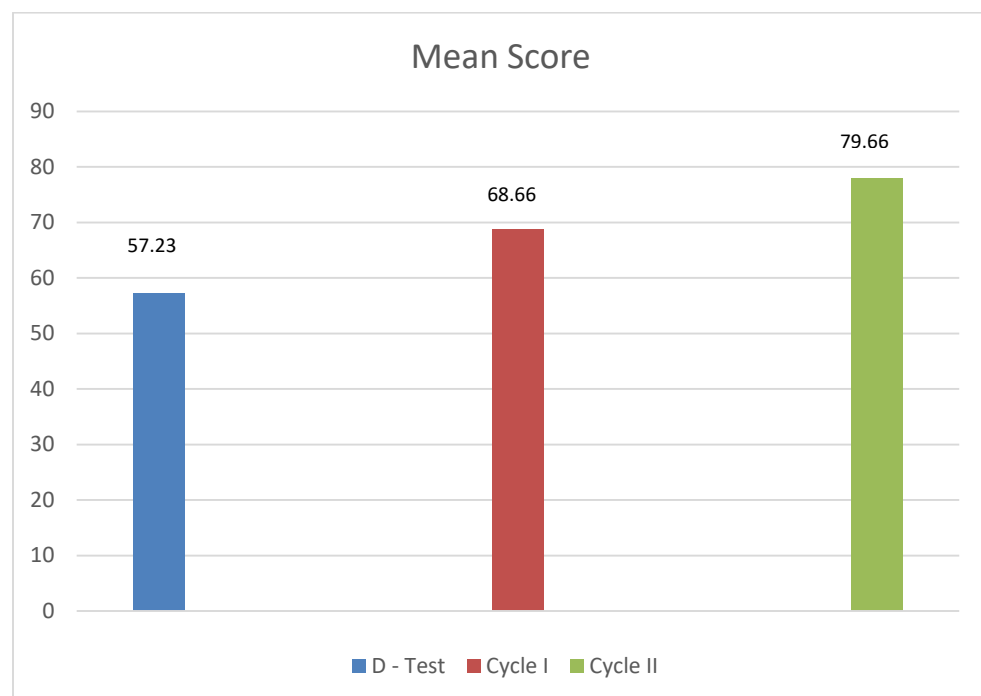
<b>Writing Ability</b>	
<b>Cycle</b>	<b>Mean Score</b>
D-Test	57.23
Cycle I	68.66
Cycle II	79.66

Table 4.1 shows that the mean score of the students' ability in writing descriptive text in term of content and organization in diagnostic test before applied Contextual Teaching and Learning Approach (CTL) was 57.23, but

after applied Contextual Teaching and Learning Approach (CTL) in the first cycle the students' mean score improved to 68.66. The researcher organized and continued to the cycle II, which the result of students' mean score was 79.66. Based on the result, there had a significant improvement of the students' mean score from diagnostic test to the cycle II.

The data above could be seen in form of diagram below:

***Figure 1 The Mean Score of the Students' Ability in Writing Descriptive Text***



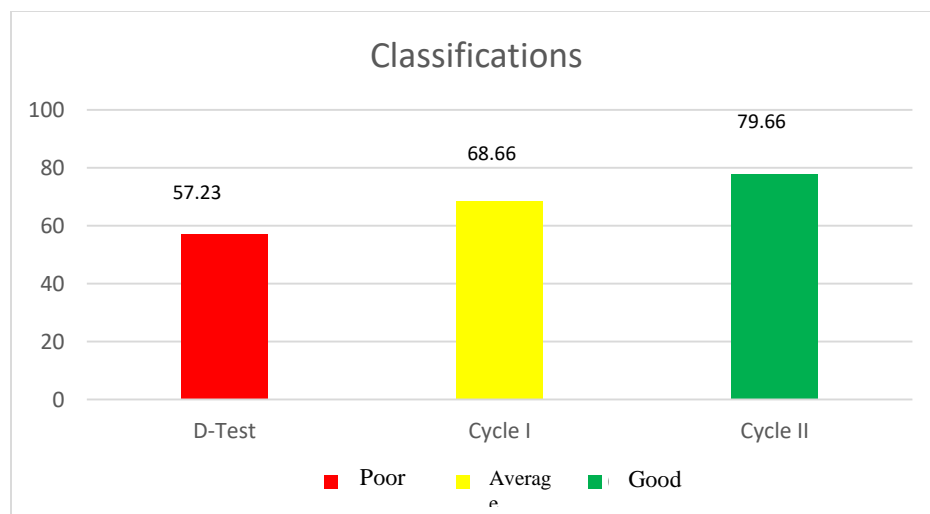
**Table 4.2 The Classifications of the Students' Ability in Writing Descriptive Text**

No.	Cycle	Score	Mean Score	Classifications
1	D-Test	1717	57.23	<b>Poor</b>
2	Cycle I	2060	68.66	<b>Average</b>
3	Cycle II	2390	79.66	<b>Good</b>

Table 4.2 shows that the students' mean score in diagnostic test was 1717 and the mean score was 57.23 and it classified as Poor. The students' total score in cycle I was 2060, it meant that the mean score of cycle I improved to 68.66 and classified as average. And it continued to the cycle II, the students' total score in cycle II was 2390 and the mean score was 79.66 and it classified as good.

The data above could be seen in form of diagram below:

**Figure 2 The Classification of the Students' Ability in Writing Descriptive Text**



## 2. The Improvement of Students' Writing Ability

The improvement of students' ability in writing descriptive text could be seen in the following table:

### 4.3 The Total Improvement of the students Writing Ability

Writing Ability	
Cycle	Mean Score
D-Test	57.23
Cycle I	68.66
Cycle II	79.66
<b>Improvement</b>	<b>39.19%</b>

Based on the table 4.3 above, it indicates that the used of Contextual Teaching and Learning Approach (CTL) improved the students ability in writing descriptive text. The students score in diagnostic test improved after conducted action and evaluation in cycle I and cycle II which the students' achievement in cycle II was greater that cycle I and d-test ( $79.66 > 68.66 > 57.23$ ). So, the total significant improvement of students' writing ability in descriptive text was 39.19 %.

### 4.4 The Improvement of the Students' Writing Ability in Term of Content and Organization

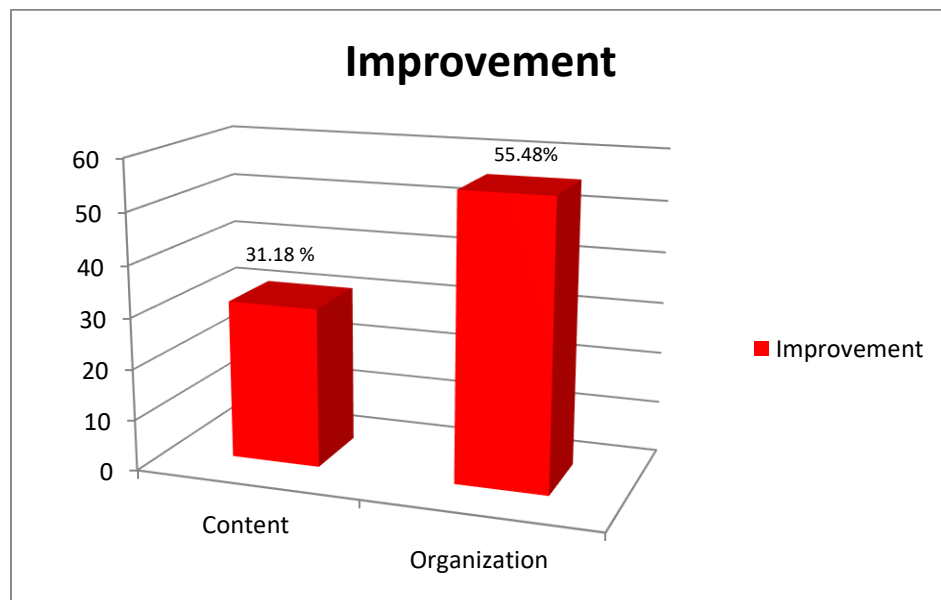
No	Indicators	D-Test	Cycle I	Cycle II	Improvement (%)
1	Content	37.93	44.83	49.76	31.18%
2	Organization	19.23	23.83	29.9	55.48%

Based on Table 4.3 shows that the improvement in term of content was 31.18% and organization was 55.48%, which is the mean score of content in d-test (37.93), cycle I (44.83), and cycle II (49.76). And the mean score of organization in d-test (19.23), cycle I (23.83), and cycle II (29.9).

Based on the result, it indicates that the used of Contextual Teaching and Learning Approach (CTL) improved the students ability in writing descriptive text.

The data above could be seen in form of diagram below:

***Figure 3 The Improvement of the Students' Writing Ability in Term of Content and Organization***





## **B. Discussion**

### **1. The Improvement of the Students' Writing Ability in term of Content**

The result of writing ability in term of content shows that the students' mean score in diagnostic test (d-test) before applied Contextual Teaching and Learning Approach (CTL) was 37.93. But after applied Contextual Teaching and Learning Approach (CTL) in cycle I, the students mean score was 44.83. Meanwhile in cycle II, it improved significantly to 49.76. So the improvement in term of content was 31.18%.

### **2. The Improvement of the Students' Ability in in term of Organization**

The result of writing ability in term of organization shows that the students' mean score in diagnostic test (d-test) before applied Contextual Teaching and Learning Approach (CTL) was 19.23. But after applied Contextual Teaching and Learning Approach (CTL) in cycle I, the students mean score was 23.83. Meanwhile in cycle II, it improved significantly to 29.9. So the improvement in term of organization was 55.48%.

### **3. The Total Improvement of the students Writing Ability**

The result of writing ability which covering content and organization shows that the improvement was 39.19% from the mean score in d-test (57.23), cycle I (68.66) and cycle II (79.66). The students' score in diagnostic test improved after conducted action and evaluation in cycle I and cycle II which the students' achievement in cycle II was greater that cycle I and d-test ( $79.66 > 68.66 > 57.23$ ). So it can be concluded that using

Contextual Teaching and Learning Approach (CTL) is one of method that can improve the students' writing ability especially in writing descriptive text at the Second Grade students of SMA Muhammadiyah 2 Makassar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two sections, conclusion of the research finding and suggestion.

#### **A. Conclusions**

##### **1. The Improvement of the Students' Writing Ability in term of Content**

The result of writing ability in term of content shows that the students' mean score in diagnostic test (d-test) before applied Contextual Teaching and Learning Approach (CTL) was 37.93. But after applied Contextual Teaching and Learning Approach (CTL) in cycle I, the students mean score was 44.83. Meanwhile in cycle II, it improved significantly to 49.76. So the improvement in term of content was 31.18%.

##### **2. The Improvement of the Students' Ability in in term of Organization**

The result of writing ability in term of organization shows that the students' mean score in diagnostic test (d-test) before applied Contextual Teaching and Learning Approach (CTL) was 19.23. But after applied Contextual Teaching and Learning Approach (CTL) in cycle I, the students mean score was 23.83. Meanwhile in cycle II, it improved significantly to 29.9. So the improvement in term of organization was 55.48%.

### 3. The Total Improvement of the students Writing Ability

The result of writing ability which covering content and organization shows that the improvement was 39.19% from the mean score in d-test (57.23), cycle I (68.66) and cycle II (79.66). The students' score in diagnostic test improved after conducted action and evaluation in cycle I and cycle II which the students' achievement in cycle II was greater that cycle I and d-test ( $79.66 > 68.66 > 57.23$ ). So it can be concluded that using Contextual Teaching and Learning Approach (CTL) is one of method that can improve the students' writing ability especially in writing descriptive text at the Second Grade students of SMA Muhammadiyah 2 Makassar.

### B. Suggestions

Based on the result of the data analysis and conclusion, the researcher suggested as follow:

1. It suggested to the English teacher to use Contextual Teaching and Learning Approach (CTL) as the alternative in the teaching and learning process to improve the students' English skill especially in improving their writing ability.
2. The students are expected to improve their intensity in learning writing through Contextual Teaching and Learning Approach (CTL).
3. This approach can be used as an additional approach or further research with different discussion for the next research.

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# APPENDICES



## ***APPENDIX I***

### **LEARNING MATERIALS**

- Descriptive text is a text to describe something based on the true nature of object. Good description is to use details that help the reader imagine the object that the author described.
- The characteristics of descriptive text are the text that explains with clearly details about the object, can raises the impressions, imagination, and sensitivity of the reader, attract interest, use language that is easy to understand, and make the reader as if experiencing directly the object that described.
- The types of descriptive text
  1. Description of a place, place plays a very important role in every event. All stories will always have a background place. The course of an event will be more interesting if it is associated with the place of occurrence of the event.
  2. Description of a person

There are several ways to describe a person, that is:

    - a. A physical description, the aim is to give a clearly description of a character's body. Most of these descriptions are objective.
    - b. Depiction of a person's behavior. In this case the author follows carefully all the behavior of a person from place to place, and from time to time.
    - c. Depictions of circumstances that surround a person, such as depictions of clothing, residence, vehicles, and so on.
    - d. Depiction of person's feelings and thoughts. It cannot be absorbed by the human senses. However, between feelings and physical elements have a very close relationship. Facial expression, eyes gaze, lips movements, gestures are a clue about a person's feelings
    - e. Depiction of a person's character. The aspect of person's character is most difficult to describe. The writer must be able to interpret what is contained behind a person's physical. But here is the power of a writer.

With the expertise and precision it has, it is able to identify the elements and personality of a person. Then, clearly shows it in the text of writing.

- The components of descriptive text

1. Generic structure

- a. Identification

This part identifies phenomenon to be described. Identification usually answers the following questions:

- 1) What is the topic of the text?

- 2) What is the text about?

- b. Description

This part describes parts, qualities and characteristics. For examples; describes about “My Cat”. The characteristics “My Cat” can different with the other Cat.

2. Language Features

- a. Nouns

Noun is word that is the name of a thing, quality, person, etc. And can be the subject or object of a verb. For examples: teacher, house, my cat, etc.

- b. Simple present tense

The verbs usually used in a description are “have” (have, has) and “to be” (am, is, are). The tense is the simple present.

- c. Adjectives

Adjectives are used to describe the characteristics of the topic and the parts. The characteristics can be the size (big), color (brown, blue), or the quality (clean). For example, the adjectives big and clean describe the classroom.

Examples of descriptive text:

a. Person

**My father**

I had a father who loves me so much. My father named Taufik Arindo, he is a handsome man with 175 cm in height. He had a curly hair, a sharp nose and he has a big eyes. His skin is brown skin. My father is a very neat and clean. My father works as a teacher in junior high school. He always teaches me when I have a homework and I cannot handle it. I love my father very much.

b. Animal

**My lovely cat**



Catty is my lovely and beautiful cat. She has grey and black fur. Her fur feels so soft. Catty likes milk. She is an active animal. She likes to run around the house. She likes to play with everyone in my house. When she feels tired or sleepy, Catty usually sleeps on the sofa in the living room.

c. Places

**My Classroom**



I study in Class II and my class room is on first floor. My classroom is big and spacious. It is very neat and clean. It is airy and lit. It has 18 benches for students to sit. Two students can sit together on a bench. I sit with my best

friend. Our Bench has a shelf to keep books. Our classroom has 5 tube lights and 4 fans. It has two doors and three big windows. There is the fixed large black-board on which the teachers write with chalk. There is a big table and a chair for the teacher. There is a cup board in a corner for teachers to keep their books in it. The walls are white and clean. They are decorated with charts and maps and pictures of great personalities. I like my classroom very much.

### **My Garden**



This is my garden. I can find many flowers such as rose, jasmine, camellia, sunflowers, water lily, etc. My garden is clean and fresh. The fence is white. My mother and I always clean our garden.

## **APPENDIX 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN (Cycle I)**

**Sekolah** : SMAMUHAMMADIYAH 2MAKASSAR  
**Mata Pelajaran** : BAHASA INGGRIS  
**Kelas/Semester** : XI IPS/1  
**Alokasi Waktu** : 6 x 45 Menit

#### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional pendek berbentuk descriptive dalam konteks kehidupan sehari-hari

#### **B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks fungsional pendek berbentuk descriptive, resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

#### **C. Indikator Pencapaian Kompetensi**

- Menulis teks pendek sederhana berbentuk descriptive

#### **D. Tujuan Pembelajaran**

- Pada akhir pembelajaran diharapkan siswa dapat membuat sebuah karangan descriptive

#### **E. Materi Pembelajaran**

##### **1. Membangun pengetahuan awal siswa mengenai materi yang akan dipelajari**

- Descriptive text is a text to describe something based on the true nature of object. Good description is to use details that help the reader imagine the object that the author described.
- The characteristics of descriptive text are the text that explains with clearly details about the object, can raises the impressions, imagination, and sensitivity of the reader, attract interest, use language that is easy to understand, and make the reader as if experiencing directly the object that described.
- The types of descriptive text
  1. Description of a place, place plays a very important role in every event. All stories will always have a background place. The course of

an event will be more interesting if it is associated with the place of occurrence of the event.

## 2. Description of a person

There are several ways to describe a person, that is:

- a. A physical description, the aim is to give a clearly description of a character's body. Most of these descriptions are objective.
- b. Depiction of a person's behavior. In this case the author follows carefully all the behavior of a person from place to place, and from time to time.
- c. Depictions of circumstances that surround a person, such as depictions of clothing, residence, vehicles, and so on.
- d. Depiction of person's feelings and thoughts. It cannot be absorbed by the human senses. However, between feelings and physical elements have a very close relationship. Facial expression, eyes gaze, lips movements, gestures are a clue about a person's feelings
- e. Depiction of a person's character. The aspect of person's character is most difficult to describe. The writer must be able to interpret what is contained behind a person's physical. But here is the power of a writer. With the expertise and precision it has, it is able to identify the elements and personality of a person. Then, clearly shows it in the text of writing.

## • The components of descriptive text

### 1. Generic structure

#### a. Identification

This part identifies phenomenon to be described. Identification usually answers the following questions:

- 1) What is the topic of the text?
- 2) What is the text about?

#### b. Description

This part describes parts, qualities and characteristics. For examples; describes about "My Cat". The characteristics "My Cat" can different with the other Cat.

### 2. Language Features

#### a. Nouns

Noun is word that is the name of a thing, quality, person, etc. And can be the subject or object of a verb. For examples: teacher, house, my cat, etc.

#### a. Simple present tense

The verbs usually used in a description are "have" (have, has) and "to be" (am, is, are). The tense is the simple present.

b. Adjectives

Adjectives are used to describe the characteristics of the topic and the parts. The characteristics can be the size (big), color (brown, blue), or the quality (clean). For example, the adjectives big and clean describe the classroom.

**2. Memperlihatkan contoh descriptive text berupa person dan place**

**a. Person**

**My father**

I had a father who loves me somuch. My father named Taufik Arindo, he is a handsome man with175 cm in height. He had a curly hair, a sharp nose and he has a big eyes.his skin is brown skin. My father is a very neat and clean. My father works as a teacher in junior high school. He always tteach me when I have a homework and I cannot handle it. I love my father very much.

**b. Place**

**My Classroom**



I study in Class II and my class room is on first floor. My classroom is big and spacious. It is very neat and clean. It is airy and lit. It has 18 benches for students to sit. Two students can sit together on a bench. I sit with my best friend. Our Bench has a shelf to keep books. Our classroom has 5 tube lights and 4 fans. It has two doors and three big windows. There is the fixed large black-board on which the teachers write with chalk. There is a big table and a chair for the teacher. There is a cup board in a corner for teachers to keep their books in it. The walls are white and clean. They are decorated with charts and maps and pictures of great personalities. I like my classroom very much.

### 3. Unsur kebahasaan

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- Kosakata, terkait dengan ciri fisik (a.l. *red, big, dark, loud*), selera (a.l. *nice, beautiful, cute*), mental (a.l. *clever, smart*), psikologis (a.l. *happy, sad, disappointed, angry, wild*), budi (a.l. *kind, good, polite*)
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

### F. Pendekatan Pembelajaran:

- Contextual Teaching and Learning Approach (CTL)

### G. Kegiatan Pembelajaran

Pertemuan Pertama (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Berdoa bersama</li> <li>- Cek kehadiran dan menanyakan keadaan peserta didik</li> <li>- Mereview pembahasan pada kegiatan sebelumnya</li> <li>- Menuntun peserta didik untuk mengarah ke topik</li> </ul>	10
Kegiatan Inti	<p><b>Relating and experiencing:</b></p> <ul style="list-style-type: none"> <li>- <i>Constructivism:</i> <ul style="list-style-type: none"> <li>• Guru membangun motivasi siswa untuk belajar bahasa English khususnya dalam menulis descriptive text</li> <li>• Guru memberikan penjelasan mengenai apa itu teks deskripsi</li> <li>• Guru memberikan pengenalan kepada siswa mengenai karakteristik, ciri-ciri, serta komponen-komponen dari teks deskripsi</li> <li>• Guru memberikan penjelasan mengenai cara-cara menulis teks deskripsi yang baik dan benar</li> <li>• Guru memberikan penjelasan mengenai tujuan teks deskripsi</li> </ul> </li> <li>- <i>Modeling:</i> <ul style="list-style-type: none"> <li>• Guru memperlihatkan contoh gambar terkait dengan teks deskripsisesuai dengan konteks penggunaannya</li> <li>• Guru memberikan contoh-contoh kosa</li> </ul> </li> </ul>	60



	<p>kataterkait dengan teks deskriptif sesuai dengan konteks penggunaannya yang terdapat pada gambar</p> <ul style="list-style-type: none"> <li>• Siswa mengamati gambar yang diperlihatkan oleh guru</li> <li>• Siswa menganalisis teks deskripsi yang terdapat pada gambar.</li> </ul>	
Kegiatan Penutup	<p>- <i>Questioning:</i></p> <ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan kegiatan pembelajaran</li> </ul> <p>Menyimpulkan hasil pembelajaran Menyampaikan rencana kegiatan untuk pembelajaran berikutnya</p>	10

Pertemuan Kedua (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Berdoa bersama</li> <li>- Cek kehadiran dan menanyakan keadaan peserta didik</li> <li>- Mereview pembahasan pada kegiatan sebelumnya</li> <li>- Menuntun peserta didik untuk mengarah ke topik</li> </ul>	10
Kegiatan Inti	<p><b>Relating and experiencing:</b></p> <ul style="list-style-type: none"> <li>- <i>Constructivism:</i> <ul style="list-style-type: none"> <li>• Guru memberikan contoh describing a personsesuai dengan konteks penggunaannya</li> <li>• Guru mejelaskan kosa kataterkait dengan ciri fisikpersonsesuai dengan konteks penggunaannya yang terdapat pada contoh</li> <li>• Siswa memperhatikan dan menganalisis contoh descriptive text yang diberikan oleh guru</li> </ul> </li> </ul> <p><b>Cooperating:</b></p> <ul style="list-style-type: none"> <li>- <i>Learning community:</i> <ul style="list-style-type: none"> <li>• Guru membagi siswa ke dalam beberapa kelompok. masing- masing kelompok terdiri dari 4-5 orang.</li> </ul> </li> </ul> <p><b>Applying</b></p> <ul style="list-style-type: none"> <li>- <i>Inquiry:</i> <ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk keluar kelas,</li> </ul> </li> </ul>	60

	<p>mencari dan menentukan objek karangan (person) secara langsung</p> <ul style="list-style-type: none"> <li>• Siswa mengumpulkan informasi dengan cara mengamati dan melihat langsung objek karangannya</li> <li>• Guru meminta tiapkelompok untuk membuat karangan deskripsi berdasarkan apa yang telah diamati.</li> </ul> <p><b>Transferring:</b></p> <p>- <i>Reflection:</i></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mempresentasikan hasil karangan yang telah mereka buat berdasarkan apa yang telah mereka pelajari sebelumnya</li> </ul>	
Kegiatan Penutup	<p>- <i>Questioning:</i></p> <ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan kegiatan pembelajaran.</li> </ul> <p>Menyimpulkan hasil pembelajaran Menyampaikan rencana kegiatan untuk pembelajaran berikutnya</p>	10

Pertemuan ketiga (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Berdoa bersama</li> <li>- Cek kehadiran dan menanyakan keadaan peserta didik</li> <li>- Mereview pembahasan pada kegiatan sebelumnya</li> <li>- Menuntun peserta didik untuk mengarah ke topik</li> </ul>	10
Kegiatan Inti	<p><b>Relating and experiencing:</b></p> <p>- <i>Constructivism and Modeling:</i></p> <ul style="list-style-type: none"> <li>• Guru memperlihatkan contoh gambar tempat (place) terkait dengan teks deskripsi sesuai dengan konteks penggunaannya</li> <li>• Guru menjelaskan kosa kata terkait dengan mendeskripsikan tempat sesuai dengan konteks penggunaannya yang terdapat pada contoh gambar</li> </ul>	60

	<ul style="list-style-type: none"> <li>• Siswa mengamati gambar yang diperlihatkan oleh guru</li> <li>• Siswa menganalisis teks deskripsi yang terdapat pada gambar.</li> </ul> <p><b>Cooperating:</b></p> <ul style="list-style-type: none"> <li>- <i>Learning Community:</i> <ul style="list-style-type: none"> <li>• Guru membagi siswa ke dalam beberapa kelompok. masing- masing kelompok terdiri dari 4-5 orang</li> </ul> </li> </ul> <p><b>Applying:</b></p> <ul style="list-style-type: none"> <li>- <i>Inquiry:</i> <ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk keluar kelas, mencari dan menentukan objek karangan (place) secara langsung</li> <li>• Siswa mengumpulkan informasi dengan cara mengamati dan melihatlangsung objek karangannya</li> <li>• Guru meminta tiap kelompok untuk membuat karangan deskripsi berdasarkan apa yang telah diamati.</li> </ul> </li> </ul> <p><b>Transferring:</b></p> <ul style="list-style-type: none"> <li>- <i>Reflection:</i> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mempresentasikan hasil karangan yang telah mereka buat berdasarkan apa yang telah mereka pelajari sebelumnya</li> </ul> </li> </ul>	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>- <i>Questioning:</i> <ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan kegiatan pembelajaran.</li> </ul> </li> </ul> <p>Menyimpulkan hasil pembelajaran Menyampaikan rencana kegiatan untuk pembelajaran berikutnya</p>	10

## H. Penilaian

### 1. Teknik Penilaian

- Teknik : Tes Tulis
- Bentuk Instrumen : Essay

### 2. Instrumen Penilaian

- a. Choose one of your favorite person and write down its charracteristics on your descriptive text.

- b. Choose one of the kind of place and write down its characteristics on your descriptive text.

3. Pedoman Penilaian

- a. Kehadiran siswa dalam pembelajaran
- b. Keaktifan siswa selama pembelajaran
- c. Hasil karangan descriptive
  - Rubric Penilaian karangan descriptive:

	Score	Classification	Indicators
<b>C O N T E N T</b>	90-100	Excellent	The ideas are about the topic selected, clearly stated, clearly supported, comprehensible, well developed, presented in fluently expressed, and relevant.
	80-89	Very Good	The ideas are about the topic selected, clearly stated, clearly supported, quite comprehensible, well developed, adequate relevant, and presented in adequately expressed.
	70-79	Good	The ideas are about the topic selected, rather clearly stated, enough supported, quite comprehensible, generally developed, quite relevant, and presented in sufficiently expressed
	60-69	Average	The ideas are about the topic selected, not clearly stated, limit to support, not comprehensible, lack of developing, not quite relevant, and presented in non-fluent expressed.
	50-59	Poor	The ideas are about the topic selected, not clearly stated, not clearly supported, incomprehensible, poor development, irrelevant, and not communicative.

	Score	Classification	Indicators
<b>O R G A N I Z A T I O N</b>	90-100	Excellent	The ideas are well organized, cohesion, coherent, and presented in logical sequencing.
	80-89	Very Good	The organization is adequate concise and the ideas are adequate organized, adequate cohesion, adequate coherence, relevant to outline, and sufficient sequencing.
	70-79	Good	The organization is quite concise and the ideas are generally organized, generally coherent, mostly relevant, presented in some logical sequencing, and few ideas are break out cohesion.
	60-69	Average	The organization is not concise and the ideas are almost loosely organized, inadequate cohesion, inadequate coherent, and lack of logical sequencing.
	50-59	Poor	The organization is not concise, the organizations are loosely organized and the ideas are confused, disconnected and not presented in logical sequencing.

Content + Organization = skor perolehan siswa

1. Skor maksimal = 100

2. Nilai =  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

#### I. Media, Bahan dan Sumber Belajar

- Media : Power Point
- Bahan : Teaching material about writing descriptive text, gambarplace, person.
- Sumber Belajar : Kamus dan Buku panduan

Makassar, 2017  
Mahasiswa Peneliti

**Rian Sesar Tamala Yusuf**  
**NIM. 10535547013**

**APPENDIX 3**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(Cycle II)**

**Sekolah** : SMAMUHAMMADIYAH 2 MAKASSAR  
**Mata Pelajaran** : BAHASA INGGRIS  
**Kelas/Semester** : XI IPS/1  
**Alokasi Waktu** : 6 x 45 Menit

**A. Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional pendek berbentuk descriptive dalam konteks kehidupan sehari-hari

**B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk teks fungsional pendek berbentuk descriptive, resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

**C. Indikator Pencapaian Kompetensi**

- Menulis teks pendek sederhana berbentuk descriptive

**D. Tujuan Pembelajaran**

- Pada akhir pembelajaran diharapkan siswa dapat membuat sebuah karangan descriptive

**E. Materi Pembelajaran****1. Membangun pengetahuan awal siswa mengenai materi yang akan dipelajari**

- Descriptive text is a text to describe something based on the true nature of object. Good description is to use details that help the reader imagine the object that the author described.
- The characteristics of descriptive text are the text that explains with clearly details about the object, can raises the impressions, imagination, and sensitivity of the reader, attract interest, use language that is easy to understand, and make the reader as if experiencing directly the object that described.
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will be more interesting if it is associated with the place of occurrence of the event.

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- b. Depiction of a person's behavior. In this case the author follows carefully all the behavior of a person from place to place, and from time to time.
- c. Depictions of circumstances that surround a person, such as depictions of clothing, residence, vehicles, and so on.
- d. Depiction of person's feelings and thoughts. It cannot be absorbed by the human senses. However, between feelings and physical elements have a very close relationship. Facial expression, eyes gaze, lips movements, gestures are a clue about a person's feelings
- e. Depiction of a person's character. The aspect of person's character is most difficult to describe. The writer must be able to interpret what is contained behind a person's physical. But here is the power of a writer. With the expertise and precision it has, it is able to identify the elements and personality of a person. Then, clearly shows it in the text of writing.

- The components of descriptive text

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- 2) What is the text about?

### b. Description

This part describes parts, qualities and characteristics. For examples; describes about "My Cat". The characteristics "My Cat" can different with the other Cat.

## 4. Language Features

### a. Nouns

Noun is word that is the name of a thing, quality, person, etc. And can be the subject or object of a verb. For examples: teacher, house, my cat, etc.

### c. Simple present tense

The verbs usually used in a description are "have" (have, has) and "to be" (am, is, are). The tense is the simple present.

d. Adjectives

Adjectives are used to describe the characteristics of the topic and the parts. The characteristics can be the size (big), color (brown, blue), or the quality (clean). For example, the adjectives big and clean describe the classroom.

**2. Memperlihatkan contoh descriptive text berupa gambar animal dan place**

**a. Animal**

**My lovely cat**



Cattis my lovely and beautiful cat. She has grey and black fur. Her fur feels so soft. Catty likes milk. She is an active animal. She likes to run around the house. She likes to play with everyone in myhose. When she feel tired or sleepy, cattyusually sleeps on the sofa in the living room.

**b. Place**

**My Garden**



This is my garden. I can find many flowers such as rose, jasmine, camellia, sunflowers, water lily, etc. My garden is clean and fresh. The fence is white. My mother and I always clean our garden.



### 3. Unsur kebahasaan

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- Kosakata, terkait dengan ciri fisik (a.l. *red, big, dark, loud*), selera (a.l. *nice, beautiful, cute*), mental (a.l. *clever, smart*), psikologis (a.l. *happy, sad, disappointed, angry, wild*), budi (a.l. *kind, good, polite*)
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

### F. Pendekatan Pembelajaran:

- Contextual Teaching and Learning Approach (CTL)

### G. Kegiatan Pembelajaran

Pertemuan Kelima (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Berdoa bersama</li> <li>- Cek kehadiran dan menanyakan keadaan peserta didik</li> <li>- Mereview pembahasan pada kegiatan sebelumnya</li> <li>- Menuntun peserta didik untuk mengarah ke topik</li> </ul>	10
Kegiatan Inti	<p><b>Relating and experiencing:</b></p> <ul style="list-style-type: none"> <li>- <i>Constructivism:</i> <ul style="list-style-type: none"> <li>• Guru membangun motivasi siswa untuk belajar bahasa English khususnya dalam menulis descriptive text</li> <li>• Guru memberikan penjelasan mengenai apa itu teks deskripsi</li> <li>• Guru memberikan pengenalan kepada siswa mengenai karakteristik, ciri-ciri, serta komponen-komponen dari teks deskripsi</li> <li>• Guru memberikan penjelasan mengenai cara-cara menulis teks deskripsi yang baik dan benar</li> <li>• Guru memberikan penjelasan mengenai tujuan teks deskripsi</li> </ul> </li> <li>- <i>Modeling:</i> <ul style="list-style-type: none"> <li>• Guru memperlihatkan contoh gambar terkait dengan teks deskripsi sesuai dengan konteks penggunaannya</li> <li>• Guru memberikan contoh-contoh kosa</li> </ul> </li> </ul>	60

	<p>kataterkait dengan teks deskriptif sesuai dengan konteks penggunaannya yang terdapat pada gambar</p> <ul style="list-style-type: none"> <li>• Siswa mengamati gambar yang diperlihatkan oleh guru</li> <li>• Siswa menganalisis teks deskripsi yang terdapat pada gambar.</li> </ul>	
Kegiatan Penutup	<p>- <i>Questioning:</i></p> <ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan kegiatan pembelajaran</li> </ul> <p>Menyimpulkan hasil pembelajaran Menyampaikan rencana kegiatan untuk pembelajaran berikutnya</p>	10

#### Pertemuan Keenam (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Berdoa bersama</li> <li>- Cek kehadiran dan menanyakan keadaan peserta didik</li> <li>- Mereview pembahasan pada kegiatan sebelumnya</li> <li>- Menuntun peserta didik untuk mengarah ke topik</li> </ul>	10
Kegiatan Inti	<p><b>Relating and experiencing:</b></p> <ul style="list-style-type: none"> <li>- <i>Constructivism:</i> <ul style="list-style-type: none"> <li>• Guru memperlihatkan contoh gambar binatang sesuai dengan konteks penggunaannya</li> <li>• Guru menjelaskan kosa kataterkait dengan ciri fisik binatang sesuai dengan konteks penggunaannya yang terdapat pada contoh gambar</li> <li>• Siswa mengamati gambar yang diperlihatkan oleh guru</li> <li>• Siswa menganalisis teks deskripsi yang terdapat pada gambar.</li> </ul> </li> </ul> <p><b>Cooperating:</b></p> <ul style="list-style-type: none"> <li>- <i>Learning community:</i> <ul style="list-style-type: none"> <li>• Guru membagi siswa ke dalam beberapa kelompok. masing- masing kelompok terdiri dari</li> </ul> </li> </ul>	60

	<p>4-5 orang.</p> <p><b>Applying</b></p> <p>- <i>Inquiry:</i></p> <ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk keluar kelas, mencari dan menentukan objek karangan (binatang) secara langsung</li> <li>• Siswa mengumpulkan informasi dengan cara mengamati dan melihat langsung objek karangannya</li> <li>• Guru meminta tiap kelompok untuk membuat karangan deskripsi berdasarkan apa yang telah diamati.</li> </ul> <p><b>Transferring:</b></p> <p>- <i>Reflection:</i></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mempresentasikan hasil karangan yang telah mereka buat berdasarkan apa yang telah mereka pelajari sebelumnya</li> </ul>	
Kegiatan Penutup	<p>- <i>Questioning:</i></p> <ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan kegiatan pembelajaran.</li> </ul> <p>Menyimpulkan hasil pembelajaran</p> <p>Menyampaikan rencana kegiatan untuk pembelajaran berikutnya</p>	10

Pertemuan ketujuh (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Berdoa bersama</li> <li>- Cek kehadiran dan menanyakan keadaan peserta didik</li> <li>- Mereview pembahasan pada kegiatan sebelumnya</li> <li>- Menuntun peserta didik untuk mengarah ke topik</li> </ul>	10
Kegiatan Inti	<p><b>Relating and experiencing:</b></p> <p>- <i>Constructivism and Modeling:</i></p> <ul style="list-style-type: none"> <li>• Guru memperlihatkan contoh gambar tempat (place) terkait dengan teks deskripsi sesuai dengan konteks penggunaannya</li> </ul>	60

	<ul style="list-style-type: none"> <li>• Guru menjelaskan kosa kata terkait dengan mendeskripsikan tempat sesuai dengan konteks penggunaannya yang terdapat pada contoh gambar</li> <li>• Siswa mengamati gambar yang diperlihatkan oleh guru</li> <li>• Siswa menganalisis teks deskripsi yang terdapat pada gambar.</li> </ul> <p><b>Cooperating:</b></p> <p>- <i>Learning Community:</i></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa ke dalam beberapa kelompok. masing- masing kelompok terdiri dari 4-5 orang</li> </ul> <p><b>Applying:</b></p> <p>- <i>Inquiry:</i></p> <ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk keluar kelas, mencari dan menentukan objek karangan (place) secara langsung</li> <li>• Siswa mengumpulkan informasi dengan cara mengamati dan melihat langsung objek karangannya</li> <li>• Guru meminta tiap kelompok untuk membuat karangan deskripsi berdasarkan apa yang telah diamati.</li> </ul> <p><b>Transferring:</b></p> <p>- <i>Reflection:</i></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mempresentasikan hasil karangan yang telah mereka buat berdasarkan apa yang telah mereka pelajari sebelumnya</li> </ul>	
Kegiatan Penutup	<p>- <i>Questioning:</i></p> <ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan kegiatan pembelajaran.</li> </ul> <p>Menyimpulkan hasil pembelajaran Menyampaikan rencana kegiatan untuk pembelajaran berikutnya</p>	10

## H. Penilaian

### 1. Teknik Penilaian

- Teknik : Tes Tulis
- Bentuk Instrumen : Essay

### 2. Instrumen Penilaian

1. Choose one of the kind of animal and write down its characteristics on your descriptive text.
2. Choose one of the kind of place and write down its characteristics on your descriptive text.

### 3. Pedoman Penilaian

- a. Kehadiran siswa dalam pembelajaran
- b. Keaktifan siswa selama pembelajaran
- c. Hasil karangan descriptive
  - Rubric penilaian karangan descriptive:

	Score	Classification	Indicators
<b>C O N T E N T</b>	90-100	Excellent	The ideas are about the topic selected, clearly stated, clearly supported, comprehensible, well developed, presented in fluently expressed, and relevant.
	80-89	Very Good	The ideas are about the topic selected, clearly stated, clearly supported, quite comprehensible, well developed, adequate relevant, and presented in adequately expressed.
	70-79	Good	The ideas are about the topic selected, rather clearly stated, enough supported, quite comprehensible, generally developed, quite relevant, and presented in sufficiently expressed
	60-69	Average	The ideas are about the topic selected, not clearly stated, limit to support, not comprehensible, lack of developing, not quite relevant, and presented in non-fluent expressed.
	50-59	Poor	The ideas are about the topic selected, not clearly stated, not clearly supported, incomprehensible, poor development, irrelevant, and not communicative.

	Score	Classification	Indicators
<b>O R G A N I Z A T I O N</b>	90-100	Excellent	The ideas are well organized, cohesion, coherent, and presented in logical sequencing.
	80-89	Very Good	The organization is adequate concise and the ideas are adequate organized, adequate cohesion, adequate coherence, relevant to outline, and sufficient sequencing.
	70-79	Good	The organization is quite concise and the ideas are generally organized, generally coherent, mostly relevant, presented in some logical sequencing, and few ideas are break out cohesion.
	60-69	Average	The organization is not concise and the ideas are almost loosely organized, inadequate cohesion, inadequate coherent, and lack of logical sequencing.
	50-59	Poor	The organization is not concise, the organizations are loosely organized and the ideas are confused, disconnected and not presented in logical sequencing.

Content + Organization = skor perolehan siswa

1. Skor maksimal = 100

2. Nilai =  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

#### I. Media, Bahan dan Sumber Belajar

- Media : Power Point
- Bahan : Teaching material about writing descriptive text, gambar animal dan place
- Sumber Belajar : Kamus dan Buku panduan

Makassar, 2017  
Mahasiswa Peneliti

**Rian Sesar Tamala Yusuf**  
**NIM. 10535547013**

***APPENDIX 4*****INSTRUMENT OF TEST  
(Cycle I)****Instructions:**

1. Write your name in the corner of your worksheet.
2. Make a descriptive text based on the theme below.
3. The length of the paragraph is about 5-10 sentences.
4. You may open your dictionary.
5. The time allotment is 40 minutes

**My Mother**

**APPENDIX 5****INSTRUMENT OF TEST  
(Cycle II)****Instructions:**

1. Write your name in the corner of your worksheet.
2. The theme is **My Pet**
3. Choose one of your favorite animals and make a descriptive text based on it.
4. The length of the paragraph is about 5-10 sentences.
5. You may open your dictionary.
6. The time allotment is 40 minutes



**My Pet**



**APPENDIX 6****LIST OF STUDENTS ATTENDENCE**

No	Students' Code	Cycle I				Cycle II			
		1	2	3	Test	5	6	7	Test
1	S-01	√	√	√	√	√	√	√	√
2	S-02	√	√	√	√	√	√	√	√
3	S-03	√	√	√	√	√	√	√	√
4	S-04	√	√	√	√	√	√	√	√
5	S-05	√	√	√	√	√	√	√	√
6	S-06	√	√	√	√	√	√	√	√
7	S-07	√	√	√	√	√	√	√	√
8	S-08	√	√	√	√	√	√	√	√
9	S-09	√	√	√	√	√	√	√	√
10	S-10	√	√	√	√	√	<b>a</b>	√	√
11	S-11	√	√	√	√	√	√	√	√
12	S-12	√	√	√	√	√	√	√	√
13	S-13	√	√	√	√	√	√	√	√
14	S-14	√	<b>s</b>	√	√	√	√	√	√
15	S-15	√	√	√	√	√	√	√	√
16	S-16	√	√	√	√	√	√	√	√
17	S-17	√	√	√	√	√	√	√	√
18	S-18	√	√	√	√	√	√	√	√
19	S-19	√	√	√	√	√	√	√	√
20	S-20	√	√	√	√	√	√	√	√
21	S-21	√	√	√	√	√	√	√	√
22	S-22	√	√	√	√	√	√	√	√
23	S-23	√	√	√	√	√	√	√	√
24	S-24	√	√	√	√	√	√	√	√
25	S-25	√	√	√	√	√	√	√	√
26	S-26	√	√	√	√	√	√	√	√
27	S-27	√	√	√	√	√	√	√	√
28	S-28	√	√	√	√	√	√	√	√
29	S-29	√	√	√	√	√	√	√	√
30	S-30	√	√	√	√	<b>s</b>	√	√	√

**APPENDIX 7****Calculation of Indicator the Students' Proficiency in Writing Descriptive Text****1. Diagnostic Test**

No	Students' Code	Writing Ability		Score	Classification
		Content	Organization		
1	S-01	36	20	56	Poor
2	S-02	34	19	53	Poor
3	S-03	33	21	54	Poor
4	S-04	37	18	55	Poor
5	S-05	39	20	59	Poor
6	S-06	37	20	57	Poor
7	S-07	36	17	53	Poor
8	S-08	38	18	56	Poor
9	S-09	38	20	58	Poor
10	S-10	34	17	51	Poor
11	S-11	38	18	56	Poor
12	S-12	38	19	57	Poor
13	S-13	38	20	58	Poor
14	S-14	41	20	61	Average
15	S-15	37	19	56	Poor
16	S-16	37	17	54	Poor
17	S-17	37	18	55	Poor
18	S-18	40	20	60	Average
19	S-19	36	19	55	Poor
20	S-20	38	19	57	Poor
21	S-21	38	20	58	Poor
22	S-22	40	20	62	Average
23	S-23	40	21	61	Average
24	S-24	40	18	58	Poor
25	S-25	39	19	58	Poor
26	S-26	38	20	58	Poor
27	S-27	40	20	60	Average
28	S-28	41	20	61	Average
29	S-29	40	20	60	Average
30	S-30	40	20	60	Average
<b>Total</b>		<b>1138</b>	<b>577</b>	<b>1717</b>	
<b>Mean Score</b>		<b>37.93</b>	<b>19.23</b>	<b>57.23</b>	<b>Poor</b>

## 2. The First Cycle

No	Students' Code	Writing Ability		Score	Classification
		Content	Organization		
1	S-01	43	22	65	Average
2	S-02	45	25	70	Good
3	S-03	43	22	65	Average
4	S-04	44	22	66	Average
5	S-05	45	25	70	Good
6	S-06	45	25	70	Good
7	S-07	45	22	67	Average
8	S-08	45	22	67	Average
9	S-09	45	22	67	Average
10	S-10	44	23	67	Average
11	S-11	45	26	71	Good
12	S-12	45	22	67	Average
13	S-13	46	25	71	Good
14	S-14	46	24	70	Good
15	S-15	43	23	66	Average
16	S-16	44	26	70	Good
17	S-17	44	27	71	Good
18	S-18	46	24	70	Good
19	S-19	43	22	65	Average
20	S-20	45	23	68	Average
21	S-21	44	24	68	Average
22	S-22	45	26	71	Good
23	S-23	47	24	71	Good
24	S-24	46	25	71	Good
25	S-25	45	23	68	Average
26	S-26	45	26	71	Good
27	S-27	44	23	67	Average
28	S-28	46	24	70	Good
29	S-29	45	25	70	Good
30	S-30	47	23	70	Good
<b>Total</b>		<b>1345</b>	<b>715</b>	<b>2060</b>	
<b>Mean Score</b>		<b>44.83</b>	<b>23.83</b>	<b>68.66</b>	<b>Average</b>

### 3. The Second Cycle

No	Students' Code	Writing Ability		Score	Classification
		Content	Organization		
1	S-01	49	30	79	<b>Good</b>
2	S-02	50	30	80	<b>Very Good</b>
3	S-03	49	30	79	<b>Good</b>
4	S-04	50	29	79	<b>Good</b>
5	S-05	50	30	80	<b>Very Good</b>
6	S-06	50	30	80	<b>Very Good</b>
7	S-07	50	29	79	<b>Good</b>
8	S-08	49	30	79	<b>Good</b>
9	S-09	49	30	79	<b>Good</b>
10	S-10	50	30	80	<b>Very Good</b>
11	S-11	50	30	80	<b>Very Good</b>
12	S-12	49	30	79	<b>Good</b>
13	S-13	50	30	80	<b>Very Good</b>
14	S-14	50	29	79	<b>Good</b>
15	S-15	49	30	79	<b>Good</b>
16	S-16	50	32	82	<b>Very Good</b>
17	S-17	50	31	81	<b>Very Good</b>
18	S-18	51	28	79	<b>Good</b>
19	S-19	49	30	79	<b>Good</b>
20	S-20	50	30	80	<b>Very Good</b>
21	S-21	49	30	79	<b>Good</b>
22	S-22	50	30	80	<b>Very Good</b>
23	S-23	50	30	80	<b>Very Good</b>
24	S-24	50	30	80	<b>Very Good</b>
25	S-25	49	30	79	<b>Good</b>
26	S-26	50	29	79	<b>Good</b>
27	S-27	49	30	79	<b>Good</b>
28	S-28	50	30	80	<b>Very Good</b>
29	S-29	51	30	81	<b>Very Good</b>
30	S-30	51	30	81	<b>Very Good</b>
<b>Total</b>		<b>1493</b>	<b>897</b>	<b>2390</b>	
<b>Mean Score</b>		<b>49.76</b>	<b>29.9</b>	<b>79.66</b>	<b>Good</b>

**APPENDIX 8****CALCULATION THE STUDENTS' MEAN SCORE IN EACH INDICATORS****1. Diagnostic Test**

## 1. Content

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1138}{30}$$

$$= 37.93$$

## 2. Organization

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{577}{30}$$

$$= 19.23$$

**2. The First Cycle**

## 1. Content

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1345}{30}$$

$$= 44.83$$

## 2. Organization

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{715}{30}$$

$$= 23.83$$

### 3. The Second Cycle

#### 1. Content

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1493}{30}$$

$$= 49.76$$

#### 2. Organization

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{897}{30}$$

$$= 29.9$$

**APPENDIX 9****CALCULATION OF THE STUDENTS' PROFICIENCY IN WRITING  
DESCRIPTIVE TEXT IN EACH CYCLE**

No	Students' code	Writing Ability		
		D-Test	Cycle I	Cycle II
1	S-01	56	65	79
2	S-02	53	70	80
3	S-03	54	65	79
4	S-04	55	66	79
5	S-05	59	70	80
6	S-06	57	70	80
7	S-07	53	67	79
8	S-08	56	67	79
9	S-09	58	67	79
10	S-10	51	67	80
11	S-11	56	71	80
12	S-12	57	67	79
13	S-13	58	71	80
14	S-14	61	70	79
15	S-15	56	66	79
16	S-16	54	70	82
17	S-17	55	71	81
18	S-18	60	70	79
19	S-19	55	65	79
20	S-20	57	68	80
21	S-21	58	68	79
22	S-22	62	71	80
23	S-23	61	71	80
24	S-24	58	71	80
25	S-25	58	68	79
26	S-26	58	71	79
27	S-27	60	67	79
28	S-28	61	70	80
29	S-29	60	70	81
30	S-30	60	70	81
	<b>Total</b>	<b>1717</b>	<b>2060</b>	<b>2390</b>
	<b>Mean Score</b>	<b>57.23</b>	<b>68.66</b>	<b>79.66</b>

**APPENDIX 10****CALCULATION OF THE STUDENTS' TOTAL MEAN SCORE IN EACH CYCLE****1. Diagnostic Test**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1717}{30}$$

$$= 57.23$$

**2. Cycle I**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2060}{30}$$

$$= 68.66$$

**3. Cycle II**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2390}{30}$$

$$= 79.66$$



**APPENDIX 11****THE OBSERVATION OF THE STUDENTS' ACTIVENESS SHEET IN  
TEACHING LEARNING PROCESS IN CYCLE I AND CYCLE II**

No.	Students' Code	Meeting							
		Cycle I				Cycle II			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1	S-01	2	3	2	2	3	4	3	4
2	S-02	2	2	3	3	3	3	3	3
3	S-03	1	2	3	2	3	3	3	3
4	S-04	2	3	2	3	3	3	3	4
5	S-05	2	2	3	3	2	3	3	3
6	S-06	3	3	4	3	3	4	4	4
7	S-07	3	3	4	3	3	4	4	4
8	S-08	2	3	3	3	4	4	4	4
9	S-09	3	3	3	3	3	4	3	4
10	S-10	2	2	2	2	3	A	4	3
11	S-11	2	2	3	2	3	3	3	3
12	S-12	2	2	3	2	3	3	3	4
13	S-13	2	3	3	4	4	3	3	4
14	S-14	2	1	2	2	3	4	3	3
15	S-15	1	2	2	3	2	3	3	3
16	S-16	2	2	2	2	2	3	3	3
17	S-17	3	2	2	4	3	3	3	4
18	S-18	2	2	2	3	3	3	3	3
19	S-19	2	2	3	4	3	4	3	3
20	S-20	2	3	2	4	3	3	3	4
21	S-21	1	1	2	3	3	3	3	3
22	S-22	1	2	2	2	3	3	4	3
23	S-23	3	2	3	3	4	2	3	4
24	S-24	1	2	2	2	3	3	3	4
25	S-25	1	2	3	2	3	3	4	3
26	S-26	2	2	3	3	4	4	3	3
27	S-27	2	2	3	3	4	3	3	3
28	S-28	2	1	2	2	2	2	2	3
29	S-29	1	2	2	2	2	2	3	3
30	S-30	3	2	2	4	S	3	4	4
<b>Total Score</b>		<b>59</b>	<b>65</b>	<b>77</b>	<b>83</b>	<b>87</b>	<b>92</b>	<b>96</b>	<b>103</b>
<b>Percentage</b>		<b>49.1</b>	<b>54.1</b>	<b>64.1</b>	<b>69.1</b>	<b>72.5</b>	<b>76.6</b>	<b>80</b>	<b>85.8</b>

**Note:** 4= Very Active  
 3= Active  
 2= Less Active  
 1= Not Active

**The Formula for Analysing:**

$$P = \frac{Fq}{4xN} \times 100$$

**1. Cycle I**

a. The First Meeting

$$P = \frac{59}{4x30} \times 100$$

$$P = 49.1\%$$

b. The Second Meeting

$$P = \frac{65}{4x30} \times 100$$

$$P = 54.1\%$$

c. The Third Meeting

$$P = \frac{77}{4x30} \times 100$$

$$P = 64.1\%$$

d. The Fourth Meeting

$$P = \frac{83}{4x30} \times 100$$

$$P = 69.1\%$$

**2. Cycle II**

a. The First Meeting

$$P = \frac{87}{4 \times 30} \times 100$$

$$P = 72.5\%$$

b. The Second Meeting

$$P = \frac{92}{4 \times 30} \times 100$$

$$P = 76.6\%$$

c. The Third Meeting

$$P = \frac{96}{4 \times 30} \times 100$$

$$P = 80\%$$

d. The Fourth Meeting

$$P = \frac{103}{4 \times 30} \times 100$$

$$P = 85.8\%$$

**APPENDIX 12****INSTRUMENT OF FIELD NOTES****1. The First Cycle**

<b>No</b>	<b>Aspects</b>	<b>Descriptions</b>
1	Learning environment	<p>There were 30 students at the classroom.</p> <p>The classroom had enough facilities and conducive enough. In the first, I saw that students have less motivated to learn English.</p> <p>During the study, the classroom was active enough but some students made noise and responded negatively in the classroom.</p> <p>Furthermore, during the learning process in cycle I, I see that the students performed positive responses toward the use of Contextual Teaching and Learning Approach (CTL) in learning descriptive text</p>
2	The students' enthusiasm and respond (interaction)	<p>Most of the students were enthusiastic enough during the teaching and learning process. They occasionally asked question and answered question related to material. When teacher were asking question, some students responded. The students and teacher conducted an active interaction during teaching learning process.</p>

		Some students often asked me if they had difficulties. Also, some of them would be the volunteer when I asked them to practice or answer the questions. However there were some students at the back always keep talking their friend and didn't give attention.
3	The students' attention	Most of the students didn't give attention when the researcher give a material during teaching and learning process. Especially the students at the back, they always keep talking with their friend and disturb another students who seriously learning.
4	The students' cooperation	Students obeyed the rules of the learning. Only some students, who were on the back rows of the class, showed laziness. Whereas, other students cooperated very well when I instructed them to do something. They responded it relatively fast.

## 2. The Second Cycle

No	Aspects	Descriptions
1	Learning environment	<p>The classroom was conducive enough. I saw the motivation in learning process was good than before. The classroom was active. Every student participated in every activity, both in individual and group activities. The learning process was fun enough. However, there were only few students that responded negatively to the learning activity.</p>
2	The students' enthusiasm and respond (interaction)	<p>Students had shown an improvement in their enthusiasm to follow the lesson. Some of the students even showed that they were really interested in the material. They seemed always ready accepting the explanation and willingly listen or take a note of the material. To summarize, everyone paid attention and no one looked reluctant to learn English at that time. Students' participation in the classroom activities increased. They would ask some questions whenever they got confused. They could also respond to my explanation very well and state their opinions without my</p>

		<p>order. They felt a bit shy when expressing their opinions. However, they could actively ask and answer to my questions pretty nice. These indicated that the students had involved in the learning well, proved by they confidently asked and answer my questions during the learning.</p>
3	The students' attention	<p>Students tried to focus to the material that the researcher explain. Step by step they give attention to the learning process and following the instruction and guidance from the researcher.</p>
4	The students' cooperation	<p>Students tried to cooperate well by following my instruction and guidance. Only few students did not obey my instructions, but they also had an initiative to ask other students to follow the class activities better. In sum, these evidences proved that the treatment was useful in developing students' cooperative attitude toward the teacher and the lesson</p>

**APPENDIX 13**

**DOCUMENTATION**









## CURRICULUM VITAE



The researcher, Rian Sesar Tamala Yusuf was born on April 28<sup>th</sup>, 1995 in Ujung Pandang, South Sulawesi. She is the last child of Muh. Yusuf Kadir and Kalsum. She has one brother and one sister, they are Rahmat Yusuf Putra and Ratih Harpawati. She graduated her Elementary school in 2007 at SD Inpres Minasa Upa 1 Makassar. In the same year she continued her study at SMP Negeri 1 Makassar and graduated in 2010. Then she registered in SMA Negeri 11 Makassar and graduated in 2013. Afterwards, she continued her study in college Muhammadiyah University of Makassar and registered as a Student of English Education Department in 2013. She could finish her study in 2017 with the thesis under title *“The Application of Contextual Teaching and Learning Approach (CTL) to Enhance the Students’ Writing Ability in Descriptive Text (A Classroom Action Research at the Second Grade Students of SMA Muhammadiyah 2 Makassar)”*.