**THE IMPLEMENTATION OF CONTEXTUAL TEACHING**

**AND LEARNING TO IMPROVE THE ABILITY OF STUDENTS**

**TO WRITE PROCEDURE TEXT**

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**Abstract**

*The objective of this research is to prove whether Contextual Teaching and Learning (CTL) approach can improve the students’ ability in writing procedure text or not. This research applies pre-experimental research design by using one-group pre-test post-test design. The population of this research is the tenth grade students of SMAN 1 Sindue Tombusabora, and the sample is XB consisting of 23 students selected by using purposive sampling technique. Then, the researcher uses writing test as an instrument to collect the data. The test is divided into two parts: pretest and posttest. The pretest was used to measure the students’ ability in writing a paragraph of procedure text before treatment, and posttest was used to measure the students’ ability after the treatment. The data were analyzed statistically in order to know the significant difference of the students’ achievement in pretest and posttest. The result of data analysis shows that the mean score is increased significantly from 62 in pretest and 77.3 in posttest. Moreover, by applying 0.05 level of significance and the degree of freedom (df) is 22 (df = 23–1=22), the researcher found that the value of t-counted is greater than the value of t-table (4.34 > 2.074). It means that the hypothesis is accepted. It implies that the implementation of Contextual Teaching and Learning approach is affective to improve the ability of tenth grade students of SMAN 1 Sindue Tombusabora in writing procedure text.*

***Keywords:*** *Contextual Teaching and Learning, Writing ability, Procedure text*

**INTRODUCTION**

In this era, there are many kinds of languages used by people, such as Indonesian, English, French, Spanish, and so on. The important one is English because it is the international language in which people need to learn more about that. Therefore, English has a main role as a tool for communication with other people whether in a business or education environments. Every country uses English as Second Language and Foreign Language. English Second Language is taught to someone who is living in a predominantly English-speaking country. Meanwhile, English Foreign Language is taught to someone living in a non-English-speaking country, such as Indonesia, Vietnam, Japan, and so on.

Indonesia is one of the countries that consider English as the foreign language. It has been taught to students in every school. Thus, the objective of teaching English must be

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emphasized to help students in the learning process. As stated in School Based Curriculum (2006), the objective of teaching English is to develop the students’ ability to communicate both in spoken and written forms, to build the awareness of important of English as one of the foreign language, and to develop comprehension of language and culture.

English has four skills which have to be mastered by every student such as listening, speaking, reading, and writing, and the difficult one is writing. Writing is about the way to share ideas, feeling, or thought to the readers through written form. In line with Richard and Renandya’s statement (2002) that writing is the most difficult skill to be mastered. The difficulty does not occur in generating and organizing ideas, but also in expressing the ideas into written form. Writing is complicated, since it has some aspects that have to be concerned. Those aspects are related to the word choice, grammar, mechanics (capitalization, spelling, and punctuation), and how to use them to compose sentence. Although, the students have been able to write the sentence, they must still consider whether their sentence is coherent or not with other sentences. It is exactly the reason why writing is categorized as the complicated subject.

In learning writing, procedure text is one of the kind of texts taught to the students. This text is designed to present how something is accomplished through a sequence of action or steps. The purpose of this text is to give the information. Procedure text is learned not only at the school but also it is found in the daily life. Students can find procedure texts in game rules, cooking recipes, and using ATM (Automatic Teller Machine). Those are helpful for the students in learning procedure text because it is easy for them to get as information about the text to complement the learning material that they have learnt. Therefore, if they are asked to write a recipe or instruction to make something, they will try to recall the information that they have gotten from their environment, and then they are able to write the information.

Additionally, the tenth grade students at SMAN 1 Sindue Tombusabora also consider that writing is the most difficult subject to be learned. This information was gained when the researcher asked one of the English teachers at the school. The big problem that they faced at the time was to get ideas and express those ideas into the sentence. They also got difficulties when they wrote sentences and differentiate texts in written forms. Then, in the teaching process, the teacher did not teach writing clearly. As the result, the students got confused in the learning process, and they cannot write a paragraph correctly. Furthermore, when the teacher asked them to write procedure text, only few of them understood about that. In short, those are caused by the lack of comprehension about writing, primarily in writing procedure text. Therefore, the teacher has to find an appropriate technique for mastering writing procedure text in order to solve the problem.

Considering the need to write well, as the students, the researcher has found some techniques to improve writing skill especially in writing procedure text, and the good one is through Contextual Teaching and Learning approach (CTL). It can help the teacher to increase students’ achievement in writing procedure text by connecting the context with the students’ daily life. This method helps students for the improvement of procedure text. CTL call as contextual approach because the concept helps teacher to connect the material of teaching with students’ daily lives so that it motivates students to connect the relationship between knowledge that they have and activity in their daily lives.

**CONTEXTUAL TEACHING AND LEARNING**

Contextual Teaching and Learning is one of the approaches which can be applied to improve students’ achievement in the learning process. It can help students to increase their achievement in writing procedure text by connecting the context with students’ daily lives. This approach not only helps students in improving the teaching and learning process but also helps the teacher in the teaching process. CTL calls as contextual approach because the concept helps teacher to connect the material of teaching with students’ daily lives sothat it will motivate students to connect the relationship between knowledge that they have with the implementation in their daily lives. It may be assumed that Contextual Teaching and Learning approach may increase students’ motivation to learn English seriously.

As stated by Bern and Ericson (2001:1), “Contextual Teaching and Learning as an innovative instructional process helps student connect the content that they are learning to the real life content”. This approach encourages students to find correlation between materials which they are learned with real life that oriented on the students’ experiences. It is very useful to help students in composing procedure text because students often feel confused about what they will write. Moreover, CTL approach gives them some ideas in writing because what they have to write is related to their experiences, so they already knew what they have to write about.

**THE ADVANTAGES OF CONTEXTUAL TEACHING AND LEARNING**

Based on the previous study conducted by Satriani *et al.* (2011) and supported by Department of National Education that the use of contextual teaching and learning approach in the writing activity provides six benefits. The benefits are engaging students in the writing activity, increasing students’ motivation to participate actively in the writing class, helping students to construct their writing, helping students to solve their problems, providing ways for students to discuss or interact with their friends, and helping the students to summarize and reflect the lesson.

**METHODOLOGY**

The researcher applied pre-experimental research design by using one-group pre-test post-test design. In this study, the researcher implemented Contextual Teaching and Learning in the teaching writing procedure text. The research design was adopted from Cohen *et al.* (2005:213) as follows:

|  |
| --- |
| **O1 X O2** |

Where:

O1: pre-test

X: treatment

O2: post-test

According to Ary, *et al* (2010:148), “A populationis defined as all members of any well-defined class of people, events, or objects”. In this study, the population of the research included the tenth grade students of SMAN 1 Sindue Tombusabora. There were four classes with 107 students.

Ary *et al.* (2010:148) states that a sample is the small group that is observed, and it is a portion of a population. In addition, according to Gay (1996:113) that a good sample is gotten from the population which will be targeted. Based on the statement above, the researcher used purposive sampling technique to determine the sample. This technique allowed the researcher to choose the sample based on his purposes in obtaining information as mentioned by Cohen *et al* (2005). They mention that in purposive sampling, a researcher set up a sample that is suitable for his/her specific needs or purposes. Furthermore, Best and Kahn (2006:19) argue, “Purposeful sampling allows the researcher to select those participants who will provide the richest information, those who are the most interesting, and those who manifest the characteristics of most interest to the researcher.”

Best and Khan (2006:167) explains that variables are the point that will be reached, controlled, and manipulated by the researcher. Because of using experimental research, this research obviously has two variables called dependent and independent variables. The dependent variable of this research was writing procedure text while the independent variable was Contextual Teaching and Learning (CTL) approach.

The researcher used writing test as an instrument to collect the data. The test was divided into two parts: pretest and posttest. The pretest was given to the students before the treatment in order to know the prior knowledge of students in writing procedure text while the posttest was given after the treatment in order to find out the students’ improvement in writing procedure text. In this case, the same test in pre-test and post-test was given to the students. They were asked to write procedure text in form of a paragraph, and the topic was arranged based on thecurriculum implied in the senior high school text book.

To assess the test result which was put as the criteria of students’ ability in writing procedure text, the researcher adapted scoring rubric used one of the English teachers of SMAN 1 Sindue Tombusabora as seen in table below.

Table 1: Scoring Rubric of Writing Procedure Text

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Description** | **Score** |
| **Language**  **Features** | Spelling | 1. No errors 2. 1 or 2 minor errors only (e.g. ie or ei) 3. Several errors – do not interfere significantly with communication – not too hard to understand 4. Several errors - some interfere with communication – some words very hard to recognize 5. Numerous errors - hard to recognize several words – communication made very difficult |
| Vocabulary | 1. Use of wide range of vocabulary taught previously 2. Good use of new words acquired – use of appropriate synonym, circumlocution, etc. 3. Attempts to use words acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc. on a few occasions 4. Restricted vocabulary – use of synonyms (but not always appropriate) – imprecise and vague – affects meaning 5. Very restricted vocabulary – inappropriate use of synonyms – seriously hinders communication |
|  | Grammar | 1. Master of grammar taught on course – only 1 or 2 minor mistakes 2. A few minor mistakes only (preposition, articles, etc.) 3. Only 1 or 2 major mistakes but a few minor ones 4. Major mistakes which lead to difficulty in understanding – lack of mastery of sentence construction 5. Numerous serious mistakes – no mastery of sentence construction – almost unintelligible |
| **Generic Structure** | Goal | 1. A descriptive and appropriate goal is provided. It is highlighted by front treatment as being first bit to read. 2. A descriptive and appropriate goal is provided. 3. The goal is provided, but does not provide the description of the actual intent of the procedure (E.g. cake and chocolate cake recipe). 4. No goal is evident. |
| Materials | 1. List of equipment and materials and quantities. 2. List all equipment and materials. 3. List of the equipment and materials. 4. Materials and equipment not listed. |
| Steps | 1. Includes all 3 elements, logical and coherence. 2. Includes 2 elements, logical and lack coherence. 3. Includes 1 elements, lack coherence and steps are unclear. 4. No element includes, fragmented important and steps are missing. |

*Source: scoring rubric of English teacher of SMAN 1 Sindue Tombusabora*

After the pretest was given, the researcher then conducted the treatment to the students. In this case, the researcher taught writing procedure text by using Contextual Teaching and Learning approach. The treatment was conducted by six meetings, and lesson plan was provided in every meeting. To know the progress of students after getting the treatment, the researcher gave posttest at the last meeting.

**FINDINGS**

In the process of collecting data, there were two kinds of the test used by the researcher: pretest and posttest. The researcher administered the pretest before doing the treatment in order to know the students’ writing ability in constructing procedure text. Meanwhile, the posttest was given after doing the treatment in order to know the effectiveness of Contextual Teaching and Learning approach applied during the treatment.

In addition, there were two aspects, such as language features and generic structures that were scored by the researcher in writing procedure text. Language features consisted of spelling, vocabulary, and grammar and each item had score from 1 to 5. Meanwhile, generic structures were included goal, material, and steps. Different from the items in the first aspect, each item of language features were scored from 1 to 4. Thus, the maximum score of the test was 27.

Before giving the treatment, the researcher gave pretest to the students on November, 07th 2016 at 10.30 - 11.30 a.m. The results of students’ pretest can be seen in the following table:

Table 2: The Result of Students’ Pretest

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Initial Name** | **Language Features** | | | **Generic Structures** | | | **Raw Score** | **Standard Score** |
| **Spelling** | **Vocabulary** | **Grammar** | **Goal** | **Material** | **Steps** |
| 1 | ABD | 5 | 4 | 3 | 4 | 2 | 3 | 21 | 77.7 |
| 2 | AIN | 2 | 1 | 1 | 4 | 2 | 2 | 12 | 44.4 |
| 3 | ALM | 3 | 3 | 4 | 4 | 2 | 3 | 19 | 70.3 |
| 4 | ANI | 3 | 2 | 2 | 4 | 2 | 2 | 15 | 55.5 |
| 5 | DEA | 5 | 2 | 4 | 4 | 2 | 3 | 20 | 74 |
| 6 | DIN | 2 | 2 | 3 | 4 | 2 | 3 | 16 | 59.2 |
| 7 | FIL | 3 | 1 | 1 | 2 | 3 | 2 | 12 | 44.4 |
| 8 | HEN | 2 | 1 | 1 | 4 | 2 | 2 | 12 | 44.4 |
| 9 | HAM | 3 | 3 | 3 | 4 | 2 | 3 | 18 | 66.6 |
| 10 | IFT | 3 | 3 | 3 | 4 | 2 | 3 | 18 | 66.6 |
| 11 | LIS | 3 | 2 | 2 | 4 | 2 | 2 | 15 | 55.5 |
| 12 | MAY | 3 | 3 | 3 | 4 | 2 | 3 | 18 | 66.6 |
| 13 | RIZ | 3 | 4 | 4 | 4 | 2 | 4 | 21 | 77.7 |
| 14 | NIN | 3 | 3 | 3 | 4 | 4 | 4 | 21 | 77.7 |
| 15 | NUR | 2 | 1 | 1 | 2 | 2 | 2 | 10 | 37 |
| 16 | PUP | 1 | 1 | 1 | 4 | 3 | 2 | 12 | 44.4 |
| 17 | RIF | 2 | 1 | 1 | 2 | 2 | 2 | 10 | 37 |
| 18 | RIR | 3 | 4 | 3 | 4 | 2 | 3 | 19 | 70.3 |
| 19 | SAR | 3 | 4 | 3 | 4 | 2 | 3 | 19 | 70.3 |
| 20 | SARM | 3 | 3 | 4 | 4 | 2 | 4 | 20 | 74 |
| 21 | SUR | 3 | 3 | 4 | 4 | 2 | 4 | 20 | 74 |
| 22 | WEN | 3 | 3 | 4 | 4 | 2 | 4 | 20 | 74 |
| 23 | ZAR | 3 | 3 | 3 | 4 | 2 | 3 | 18 | 66.6 |
| **Total Score 1428.2** | | | | | | | | | |
| **Mean Score 62** | | | | | | | | | |

Based on the table 4.1, it can be seen that the highest score of students’ pretest is 77.7, and the lowest score is 37. By looking at the result of pretest, most of the students are weak in using vocabulary, grammar, and material of how to make something written in a paragraph of procedure text. Moreover, it means that they have problems in writing, especially in writing procedure text, and their skill need to be improved. After obtaining the students’ pretest score, the researcher calculated the mean score of students, and the result is 62.

After doing the treatment, the researcher then administered posttest to the students. The researcher gave posttest on December 2nd, 2016, at 09.30 – 10.30 a.m. to the students. As same as the pretest, in the posttest, the students were also given five topics, and then the teacher asks them to choose one of the topics to be constructed in a good procedure text. The result of students’ posttest is shown in following table:

Table 3: The Result of Students’ Posttest

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Initial Name** | **Language Features** | | | **Generic Structures** | | | **Raw Score** | **Standard**  **Score** |
| **Spelling** | **Vocabulary** | **Grammar** | **Goal** | **Material** | **Steps** |
| 1 | ABD | 3 | 5 | 4 | 4 | 3 | 4 | 23 | 85.1 |
| 2 | AIN | 3 | 4 | 3 | 4 | 2 | 4 | 20 | 74 |
| 3 | ALM | 3 | 4 | 3 | 4 | 4 | 2 | 20 | 74 |
| 4 | ANI | 5 | 4 | 4 | 4 | 2 | 4 | 23 | 85.1 |
| 5 | DEA | 4 | 5 | 4 | 4 | 4 | 4 | 25 | 92.5 |
| 6 | DIN | 3 | 5 | 4 | 4 | 3 | 4 | 23 | 85.1 |
| 7 | FIL | 2 | 2 | 2 | 4 | 2 | 2 | 14 | 51.8 |
| 8 | HEN | 4 | 3 | 3 | 4 | 3 | 3 | 20 | 74 |
| 9 | HAM | 2 | 2 | 2 | 4 | 2 | 2 | 14 | 51.8 |
| 10 | IFT | 4 | 4 | 4 | 4 | 3 | 4 | 23 | 85.1 |
| 11 | LIS | 4 | 5 | 4 | 4 | 4 | 4 | 25 | 92.5 |
| 12 | MAY | 5 | 4 | 4 | 4 | 3 | 4 | 24 | 88.8 |
| 13 | RIZ | 3 | 3 | 2 | 4 | 2 | 3 | 17 | 62.9 |
| 14 | NIN | 3 | 3 | 3 | 4 | 2 | 4 | 19 | 70.3 |
| 15 | NUR | 2 | 2 | 2 | 4 | 2 | 2 | 14 | 51.8 |
| 16 | PUP | 5 | 5 | 4 | 4 | 4 | 4 | 26 | 96.2 |
| 17 | RIF | 3 | 3 | 3 | 4 | 2 | 3 | 18 | 66.6 |
| 18 | RIR | 3 | 4 | 3 | 4 | 4 | 2 | 20 | 74 |
| 19 | SAR | 3 | 3 | 3 | 4 | 3 | 3 | 19 | 70.3 |
| 20 | SARM | 5 | 4 | 5 | 4 | 2 | 4 | 24 | 88.8 |
| 21 | SUR | 4 | 4 | 3 | 1 | 3 | 4 | 19 | 70.3 |
| 22 | WEN | 5 | 5 | 4 | 4 | 4 | 4 | 26 | 96.2 |
| 23 | ZAR | 5 | 5 | 5 | 4 | 2 | 4 | 25 | 92.5 |
| **Total Score 1779.7** | | | | | | | | | |
| **Mean Score 77.3** | | | | | | | | | |

Based on the result of posttest, the highest score is 96.2, and the lowest score is 51.8. Moreover, most of the all students’ score get improved. Although there are some students’ score which is decreased, but it can be tolerated because of applying 0.05 level of significance. Then, the mean score of students was 77.3 from 62 in pretest. Based on the mean scores of pretest and posttest, the score of students is increased 15.3 %. Shortly, Contextual Teaching and Learning approach can help the students to improve their skill in writing procedure text.

After getting the mean score of pretest and posttest, the researcher computed the deviation and square deviation in pretest and posttest. To get the deviation between pretest (x1) and posttest (x2), the score in posttest is deducted by the score in pretest (x2 – x1). As the result, the highest deviation (d) score is 51.8 while the highest square deviation (d2) is 2683.24. Moreover, the total of deviation ∑d is 351.5, and the total of square deviation is ∑d2 11650.19. After obtaining the deviation score, the researcher counted mean deviation between students’ score in pre-test and post-test. Based on the result, the mean deviation was 15.28. Afterwards, the researcher computed the sum of square deviation, and the result was 6278.36.Furthermore, the researcher computed the t-value in order to know the difference in the mean score of the pretest and posttest.

Then, the researcher found that the t-counted is 4.34 by implementing 0.05 level of significance with the degree of freedom (df) 22 (*n*–1= 23–1= 22), and the value of t-table was 2.074. In order to know the significant difference of the test, the researcher compares the value of the t-counted with the value of t-table. Hence, the result shows that the value of t-counted is greater than the value of t-table (4.34 > 2.074). It means that the hypothesis is accepted. In other words, there was a significant difference of achievement between pretest and posttest. In conclusion, the implementation of Contextual Teaching and Learning approach can improve the ability of the tenth grade students of SMAN 1 Sindue Tombusabora in writing procedure text.

**DISCUSSIONS**

In conducting this research, the researcher investigated writing procedure text in the form of a paragraph including the aspects of the text through Contextual Teaching and Learning approach. By considering the aspects of procedure text, such as language features and generic structures, the researcher gave the test to the students. In this case, the researcher wanted to know the students’ ability in writing a paragraph of procedure text containing those aspects before treatment, during treatment, and after treatment.

Before conducting treatment, the researcher firstly gave the pretest to the students in order to know their prior knowledge in writing procedure text. The result of the pretest pointed that the students got some problems in writing procedure text. First, the students had problem in grammar. It can be seen in the students’ writing that some of them write the sentence incorrectly. For example, *first, flame stove after sekond. Store pan on stove after that, water educate put noodles cook until educate* (this sentence was taken from student’s writing with the initial name FIL)*.* The correct sentence that should be written by the students is that *first, ignite the stove. Second, set the pan on the stove. After that, boil the water in the pan. Then, wait the water until boiled. Next, put the noodle into the pan.* Second, the students had problem in using vocabulary. Some of students did not use appropriate vocabulary in writing the steps. For instance: *first, stand by handphone, then set sim card and on the handphone. second, search number direction. next writer message, then send a massage* (it was the result writing of student with initial name NIN)*.* The correct sentence must be *first, prepare the hand phone, and then set sim card on the phone. After that, turn on the phone. Then, search number direction. Next, type/write the message. Finally, send the message.*

In addition, there were many spelling errors that was found on the students’ writing paragraph, for example in the words *noddie (noodle), whille (while), bowie (bowl), sprinkle (sprinkle), stis (stir), frist (first), miniutes (minutes), instan (instant), wok (fork), thee (three), sekond (second), and delicius (delicious).* The last, the students also got confused about generic structure (goal, material, and steps) of procedure text, so they got difficult in sentence structure. Related to the generic structures, some of students wrote the steps unclear. This result was obtained based on the student’s work with initial name RIR:  *the frist boil 300 ml of water in a pan. Add noodle stis slowly for three miniutes. Next while noodle is being cooked. Put the seasoning, and chilli powder in a bowl. Next sprinkle fried onion. Instan mie is ready to served. Next pour the cooked noodle together with the soup into the bowl. Mix well with all seasoning.* As a replacement: *first, boil 300 ml of water in a pan. Second, add noodle and stir slowly for three minutes. Next, while noodle is being cooked, put the seasoning and chili powder in a bowl. After that, pour the cooked noodle together with the soup into the bowl. Next, mix well with all seasoning. Finally, sprinkle fried onion, and instant noodle is ready to be served.* These problems made the students did not have desire and enthusiasm to write.

After finding the problems, the researcher conducted the treatment consisting of six meetings to the students, and the researcher used Contextual Teaching and Learning approach when giving the treatments. In the teaching and learning process, he taught writing procedure text that focused on language features (Spelling, Vocabulary, and grammar) and generic structures (Goal, material, and steps). Besides, he also explained how to write a paragraph of procedure text with a good construction containing the aspects of procedure text. For each meeting, the researcher included six components of Contextual Teaching and Learning approach, such as questioning, modeling, learning community, constructivism, inquiry, and reflection to guide the students in comprehending the material, so they could write a paragraph of procedure text easier.

There were some procedures used by the researcher to develop the students’ writing skill. These procedures were combined with the components of procedure text. First, the researcher opened the class by asking the students some questions about procedure text to arouse interest in the new topic. Second, the researcher connected the topic to the real context of the students’ life in order to make them easy to understand the topic at the time. Third, the researcher showed examples of procedure texts to the students. After that, the researcher divided the class into some groups, and asked one of the students in each groups to present the ways how to make something while the member of each groups wrote the steps based on the ways done by their friends in front of the class. Furthermore, the researcher and students discussed the answer together. The last, the researcher asked the students to write a paragraph of procedure text. Those activities made the students to be active, interested, and enthusiastic in the teaching and learning process.

After applying the treatment, the researcher then administered the posttest to the students in order to find out the students’ improvement in writing procedure text. As the result, the researcher found some progress in the students’ writing. Most of them wrote a procedure text by using good grammar, appropriate vocabulary, correct spelling, and good organization of goal, material, and steps. This fact can be seen in the student’s worksheet with initial name WEN: *first, prepare egg, pan, 2 teaspoon oil. Second, set the pan at the top of stove. Third, break egg into the bowl and add ½ teaspoon salt. Fourth, mix egg and salt until smoothly. Next ignite the stove and pour 2 teaspoon oil into the pan. After that, put egg into pan and wait the egg until it is done. Finally lift the egg.* Based on the result of posttest, it can be said that by implementing Contextual Teaching and Learning approach during the treatment, there was a significant improvement of the tenth grade students’ ability of SMAN 1 Sindue Tombusabora in writing procedure text.

Concerning to the findings, the researcher compares the present research with two previous studies. The first study was conducted by Sutarmi (2015), and she used Contextual Teaching and Learning to improve students’ ability in writing report text. Based on the result of data analysis, she found that the result of pretest in experimental and control groups were 53.24 and 52.73 while the result of posttest both of experimental and control groups were 66.79 and 56.20. The second study was done by Gustiawan (2011), and he used Contextual Teaching and Learning in teaching writing narrative text. He found that the result of pretest was 69.83, and the posttest was 75.05. Based on the two previous studies, it can be concluded that there is the positive effect of Contextual Teaching and Learning towards students’ ability, and this approach is not only used to improve the students’ ability in writing procedure text, but it can also be applied to improve students’ writing of report and narrative text.

**CONCLUSION AND SUGGESTION**

After discussing and analyzing the data, the researcher concludes that the use of Contextual Teaching and Learning approach gives significant influence to the students’ achievement in writing procedure text. The result of the data analysis indicated that the research hypothesis is accepted. It was proved by comparing the score between the t-counted and t-table where the result of the t-counted (4.34) is higher than t-table (2.074). In conclusion, the use of Contextual Teaching and Learning approach is effective in improving the students’ writing skill of the tenth grade students of SMAN 1 Sindue Tombusabora, especially in writing procedure text.

After conducting the research, the researcher would like to provide some suggestions that might be important for the improvement in the teaching and learning process. First, the teacher should apply the appropriate approach, method, or technique in the teaching process. In addition, the teacher can use Contextual Teaching and Learning approach in teaching writing, especially writing procedure text. Through this approach, the students learn the material which is related to the real life so that the students are easy in writing. Second, students should use dictionary that can help them when learning English. By looking at the condition of the students, some of them do not have a dictionary because of lack of finance. That is why; school should provide the dictionary in the library in order to help the students in learning English. The last, for the next researcher who are interested in conducting the similar research, the researcher hopes, there are more explanation about writing, elements of writing, and genre of text in order to overcome the students’ anxiety in writing.

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