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THE IMPLEMENTATION OF CONTEXTAL TEACHING AND LEARNING IN TEACHING WRITING RECOUNT TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 2 GREGED CIREBON

A THESIS

**Submitted To English Education Department Of *Syekh Nurjati* State Institute
For Islamic Studies Cirebon In Partial Fulfillment Of The Requirements For
Islamic Scholar Degree In English Education (S.Pd.I)**



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ABSTRACT

MUHAMMAD TURMUDZI HAYAT: “THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN TEACHING WRITING RECOUNT TEXT TO THE EIGHT GRADE STUDENTS OF SMPN 2 GREGED CIREBON”.

Writing is producing something in written form so that people can read, perform and used it. It means that in teaching writing the teacher reinforces students to produce something in written form so that people can read it. In producing written well, the students can not do it by themselves, but they should do through a process in teaching and learning.

This research is about improving students' recount text writing by using contextual teaching and learning (CTL) approach. In the process of writing, sometimes the students make mistakes. For example the students are difficult to get ideas in written form. So the teacher thinks to find a good technique to solve the problem.

The aims of the research are to know the students ability in writing recount text, to know the aspect of writing methods in implementing contextual teaching and learning and the benefits of using contextual teaching and learning approach.

This study used descriptive qualitative research method in answering the research problems. Qualitative research is descriptive in that the researcher is interested in process, meaning and understanding gained through words or utterances.

The result of this study, the students showed a good progress in their writing, beside that they could increase their writing ability and they can construct a neat recount text, namely the grammatical improvement from students in writing class. There were some aspects of teaching method in implementing contextual teaching and learning which the writer used, they are: relating, experiencing, applying, cooperating and transferring. Those teaching method were beneficial in implementing contextual teaching and learning to teaching writing recount text, such as: (1) engaging students in the activity, (2) increasing students' motivation, (3) helping students to construct their recount text writing, (4) helping students to solve their problem, (5) providing ways for students to discuss or interact with their friends, (6) and helping the students to summarize and reflect the lesson.



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RATIFICATION

The thesis entitled “**The Implementation of Contextual Teaching and Learning in Teaching Writing Recount Text to the Eight Grade Students of SMPN 2 Greded Cirebon**”, by Muhammad Turmudzi Hayat registered number 58430679, has been examined on August, 22st 2013. It has been recognized as one of requirements for Graduate Degree in English Education Department of *Tarbiyah* Faculty, English Study Program, *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

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PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks be to Allah, the Master of the Universe. Because of His mercy and blessing, the writer is finally able to finish writing this thesis entitled in: “THE IMPLEMENTATION OF CONTEXTAL TEACHING AND LEARNING IN TEACHING WRITING RECOUNT TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 2 GREGED CIREBON” , presented to the Study Program of English Education of Faculty of *Tarbiyah* of *Syekh Nurjati* State Institute for Islamic Studies Cirebon in partial fulfillment of the requirements for Islamic Scholar in English Education.

In writing this thesis, there are many people involving in giving help, guidance, advice, and suggestion. Accordingly, the writer would like to express the gratitude to:

1. Prof. Dr. H. Maksum Mukhtar. M.A., the Rector of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.
2. Dr. Hj. Huriyah Saleh, M.Pd., the Chairwoman of English Education Department of State Institute for Islamic Studies *Syekh Nurjati* Cirebon.



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3. H. Udin Kamiludin, M.Sc., as the first supervisor who has given her valuable guidance, motivation, suggestion, and help the writer during the process of writing this thesis.
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6. Every body who always support me in finishing my research
7. All friends in PBI-E who have given supports during his writing this thesis.
8. All lecturers who have transferred their knowledge and experiences to the writer when he was studying at State Institute for Islamic Studies *Syekh Nurjati* Cirebon.

Finally the writer realizes that this thesis is still far from being perfect. So, every constructive suggestion and criticism coming from the reader to make it more perfect will be gladly welcome.

Cirebon, 22 August, 2013

The writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

As far as I know, our education is still dominant by memorizing. The class is focused on the teacher as the first source of knowledge and the students as the object of learning. Based on (Zahorik: 1995) argued that “knowledge is constructed by humans. Knowledge is not a set of facts, concepts or laws waiting to be discovered. It is not something that exist independence of knower. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made.” (Pendekatan konstektual / Contextual Teaching and Learning 2002: 3)

Based on constructivism philosophy, contextual teaching and learning is to promote to be new alternative learning strategy. And by contextual teaching and learning strategy the student are expected to be able to study English by their experience not memorizing the subject.

This research is about improving students’ recount text writing by using contextual teaching and learning, in the process of writing, sometimes the students make mistakes. For example the students are difficult to get ideas in written form. So, the teacher thinks to find a good technique to solve the problem.

In addition, the teaching learning process for recount text writing did not apply the specific technique in order to encourage the students’ learning achievement, particularly in organizing the ideas. Because₁ the students looked like confuse to start making the ideas and organizing them into a good recount text paragraph. The sequence of



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story might be jumping when they had no idea to focus on the writing. The writer focused on the students' problem that in organizing ideas and formulate them with sufficient vocabulary to construct the text as the generic structure and language features. So, the writer tried to conduct a qualitative research to find out how the technique improves the students' writing recount text. It was hoped that with this strategy can improve the students' ability in recount text writing, especially in starting and organizing the ideas.

Writing is producing something in written form so that people can read, perform and use it (Caroline, 2003). It means that in teaching writing the teacher reinforces students to produce something in written form so that people can read it. In producing written well, the students can not do it by themselves, but they should do through a process in teaching and learning.

In the teaching and learning process of writing, sometimes the students make mistakes. The students are difficult to get ideas in written form. When the students write a text, they will produce many sentences. The sentences in the text might be as their ideas and thoughts. However, in fact it is hard for the students to get ideas. They cannot write smoothly because they do not know how to write and develop the topic and they get stuck in the middle of writing. Besides, they also have difficulty in how to compose sentences. Because the students are lack of vocabulary and also lack of grammar acquisition.

As a result, the students have no motivation to write, and writing becomes uninteresting and hard activity for them. From those problems, the teacher should have a strategy, which can assist them in getting the ideas to write. To overcome this problem,



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Contextual Teaching and Learning (CTL) can be used to guide the students to get the ideas in recount text writing.

CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes (Hull & Souders, 1996: 27). The majority of students in our schools are unable to make connection between what they are learning and how that knowledge will be used. This is because the way to process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time in understanding academic concepts as they are commonly taught, but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work.

Traditionally, students have been expected to make these connections on their own outside the classroom. According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such away that makes sense into their own frames of reference (their own inner world of memory, experience, and response).

The writer takes writing as a subject to extend their craft to prepare more diverse students for work and life beyond schools. The writer is interested in this topic because of the consideration that genre has been taught to the student since in junior high school until senior high school. In writing, the teacher finds some difficulties in teaching such kind of genre. The student cannot organize their writing into a good text, coherence, fluency, and organization of the text. The teacher must have strategy to make the students mastering in writing the second language, at least they should consider some aspects, such as the



structure and organization that relate strongly to real life situations, motivating students and preparing them to write outside the classroom. (Leki, 1991: 23)

In relation to notion above, Cowan (1982: 1) argued that recount text writing is an activity with some stages or steps. She said that recount text writing is what you will be doing in this class in similar in several ways to be a good learning situation. Besides that Crimmon (1983: 3) stated that writing is the skill of arranging words to form sentences and paragraph in the larger units so that those ideas, facts, and impression may be communicated to others.

Considering the reason above, the writer would like to study the technique of teaching Recount Text using Contextual Teaching and Learning. It is expected that Contextual Teaching and Learning will make the student easy to study English especially in writing because the student can compose it by relating into their own experience. Based on the description above, the writer is interested in choosing the title “The Implementation of Contextual Teaching and Learning in Teaching Writing Recount Text to the Eighth Grade Students of SMPN 2 Gregeed Cirebon.”

B. Identification of the Problem

1. The Field of the Research

The field of the research of this thesis is Method of Teaching.

2. Kinds of the Problem

The kinds of the problem is the Implementation of Contextual Teaching and Learning to Writing of Recount Text.

3. The Main Problem



The main problem is to describe the implementation of Contextual Teaching and Learning (CTL) in Writing of Recount Text to the Eighth Grade Students of SMPN 2 Greged Cirebon .

C. The Limitation of the Problems

The scope of the study is to discuss the technique of teaching English in general. However, the researcher limits the discussion on the technique of teaching English using Contextual Teaching and Learning Approach. By this way the technique can be discussed deeply and implemented in teaching and learning process effectively. The scope of the study is limited to:

1. The eighth grade students of SMPN 2 Greged Cirebon
2. The study only focuses on the technique of teaching writing recount text using Contextual Teaching and Learning in order to make the students creative in composing a writing of recount text.

D. The Questions of the Research

Based on the above-mentioned background, the researcher formulates the problems of the research as follows:

1. What does the students' recount text writing like?
2. What are the aspects of writing method in implementing CTL to the students' writing skills?
3. What are the benefits of using CTL in writing recount text?



E. The Aims of the Research

The aims of the research are:

1. To describe and explain the students' recount text writing.
2. To know the aspects of writing method in implementing CTL to the students' writing skills.
3. To find out the benefits of using CTL in writing recount text.

F. Significance of the Study

The researcher expects the result of the study will be useful and helpful for English Foreign Language classroom either for the teacher or the students

The significance of this writing can be described as follows:

1. For the writer

To improve the writer knowledge especially in technique of teaching writing.

2. For the teacher

It can be used as a teacher reference. The teachers know how to apply Contextual Teaching and Learning Approach in teaching writing recount text

3. For the students

It can improve their competence in writing and motivate them to study English well.



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G. The Definition of Key Term

To avoid miss understanding, the writer would like to make clear perception by giving definition as the follow:

1. Writing

Is productive in that the author creates sentences to express his idea (El–Araby, 1981 : 114)

2. Recount text

Tells a past experience of someone in the chronological order. It has three main parts or elements: orientation, series of event and re-orientation.

3. Contextual Teaching and Learning (CTL)

Is one of study concepts that help the teacher to connect between the object of the study with real condition of the students to make correlation between their knowledge and the skills that are going to be taught.



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2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

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