

**IMPROVING CHARACTER BASED WRITING BY APPLYING
CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD OF THE
TENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR
OF 2018/2019**

S-1 THESIS

**Submitted as a Partial Fulfilment of the Requirements for Undergraduate
Degree in English Education Study Program**



By

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**TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF WIDYA DHARMA KLATEN
KLATEN**

2019

APPROVAL

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TENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR
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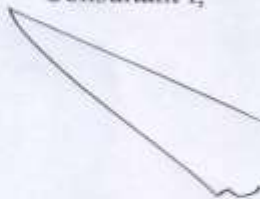
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RATIFICATION

IMPROVING CHARACTER BASED WRITING BY APPLYING CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD OF THE TENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR OF 2018/2019

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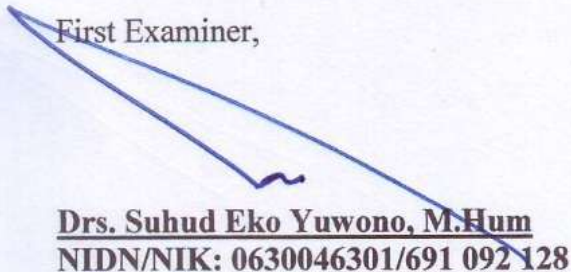
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED WRITING BY APPLYING CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD OF THE TENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR OF 2018/2019”**

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 17 July 2019



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“Memulai dengan penuh keyakinan, menjalankan dengan penuh keikhlasan, dan menyelesaikan dengan penuh kebahagiaan”

(The researcher)

The way got started is to quit talking and begin doing

(Walt Disney)

Only you who can change your destiny. Be patient, be optimist, and work hard.

(The researcher)

PRESENTATION

This thesis is decided to:

1. My Beloved mother and father, Mr. Maryoto and Mrs. Sundari.

“Thank you for your support and prayers all this time. May God always takes care of both of you and our families always be in happiness. Thank you for everything”

2. My Grandmother, Mrs. Murni.

“Thank you for your support and prayer for me”

3. My close friend, Budiyanto.

“Thank you for your patience and support. Thank you for being a good listener”

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“Thanks for your supports. I will always remember our togetherness and memories. I hope all of us will reach our dreams”

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8. All of the students of class X AKL 1 of SMK Negeri 4 Klaten in academic year of 2018/2019 who have participated for this research.

Nothing is perfect. The researcher reveals that this thesis is still far from perfect. Therefore, she would like to accept suggestion, criticisms from readers in order to make this thesis perfect.

Finally, the researcher hopes that this thesis report will be useful for especially the English students and readers in general.

Klaten, July 2019

The Researcher

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ABSTRACT

EKA SUPRPTI, 1511202932. English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten. Thesis: *Improving Character Based Writing by Applying Contextual Teaching and Learning (CTL) Method of the Tenth Year Students of SMK N 4 Klaten in Academic Year of 2018/2019.*

This thesis aims at verifying whether implementing contextual teaching and learning method can improve English writing skill of the tenth year students of SMK N 4 Klaten in Academic Year of 2018/2019.

In this research, the researcher uses classroom action research. The data are collected from test, observation, and interview. The sources of the data are informants and documents. In analyzing the data, the researcher writes the activities of teaching and learning character based writing in the forms of field notes first, and then analyzed the students' achievement which divided into two parts, students' writing achievement and students' character assessment. In analyzing those data, the researcher did some steps as scoring, counting mean, figuring and describing.

The finding shows that there is improvement of students' character assessment of precycle, cycle I to cycle II. The mean score of students' achievement in precycle is 61.31, in the cycle I is 68.35, and in the cycle II is 75.40. While the mean score of students' character assessment in precycle is 52.08, in the cycle I is 61.11, and in the cycle II is 71.39. So, it can be concluded that contextual teaching and learning method can improve the teaching and learning English writing based character for the tenth year students of SMK N 4 Klaten in Academic Year of 2018/2019.

Key words: *character, writing, contextual teaching and learning method*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the language skills that should be taught besides the other skills. According to Huy (2015: 66), writing is one of the most important things in learning English and it is one of the language skills that must be learn in the learning activity. Writing is a component of language skill which has important role in human life as a means of communication because it can be used to share ideas, knowledge and feelings to each other. As one of the four skills, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader (Sokolik, 2003: 88). Through writing activity, the students can convey their ideas in their writing form. Sometimes the students are able to speak English fluently but they cannot write it correctly. Writing skill is as important as other English skills. The goals of the writing introduction can be achieved if the teacher understand the concept of writing. So, it is important for the teacher to know the nature of writing.

Language is the most important thing for human being as a means of communication. Language is used to express their communicative need and get the information. English has become the most important subject taught in high school to prepare the students in facing their future. In learning English, there are

four skills; listening, speaking, reading and writing. In the basic competence of English in SMK Negeri 4 Klaten, it is stated that students should master the competence of creating not only spoken but also written text. It means that writing is no more the least thing to teach at the school.

Writing is an important difficult skill in English, and Togatorop (2005: 247) states that writing is known as one of the most important but difficult academic skill. It usually takes so much time for the students to master competently and tends to be a boring lesson.

Teaching writing is an important part of language learning. In the teaching process, the teacher is expected to provide maximum opportunity to students to write the English language by providing the authentic materials and tasks and share the knowledge. Teacher is as facilitator in the class, as a guide in the learning process, and gives a feedback or motivation to the students write in expressing their ideas. From this situation, the students can improve their ability in writing. According to the syllabus of English teaching and learning in the tenth year students of SMK N 4 Klaten in academic year of 2018/2019, the purpose of teaching English in Senior High School is to encourage the students to have four basic skills of English. They are listening, speaking, writing and reading, in order that the students can convey their ideas in their writing form and have knowledge about English deeply.

According to Sadiku (2015: 29), teaching and learning are two basic processes underlying the activity of students and teachers nowadays. The teacher is free to use a variety of methods and strategies of teaching or learning to suit the needs of students in different classes. These methods are realized through various

strategies and techniques, according to language skills (listening, speaking, reading writing). Mastering and applying four skills can help the students to be good listeners, good speakers, good readers, and good writers. Teaching writing in the level of senior high school come to trainee students in writing ability. It aims to help the students in inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader (Sokolik, 2003: 88).

To investigate the tenth year students' competence in writing, the researcher conducts a preparation a study of the tenth year students at SMK N 4 Klaten especially in class X AKL 1. The researcher used interview, observation, and pre-test to knows the students' writing ability. Based on interview and observation, the researcher knows that the minimal mastery level criterion (KKM) of the tenth year students of SMK N 4 Klaten is 70 and the students still get a low score in writing activity. Based on the observation done on the preliminary research was done on 9th of April 2019, the tenth year students had many problems when students did the writing activity, such as they had less vocabulary so they could not convey it into written text, the students felt lazy to write, they did not understand in grammar, they could not practice in written form and many students were not interest in writing. Writing activity was considered bored and students seldom practiced writing.

Based on the problem above, the teacher needs a solution to improve the students writing skill. After understanding the students' problem, the researcher tries to find a contextual technique which is suitable to be applied in teaching and learning writing. Some techniques that can be used in teaching and learning are

using picture, grouping, giving example or modeling, and giving more exercises. So, in this study, the researcher tries to use Contextual Teaching and Learning (CTL) to overcome the students' problem in writing skill.

Sihono (2004: 63) states that Contextual Teaching and Learning is a new strategy is claimed can encourage students to construct knowledge into their own mind. While according to Hudson & Whisler (2008: 54), Contextual Teaching and Learning (CTL) is defined as a way to introduce content using a variety of active learning techniques designed to help students connect what they have already known to what they are expected to learn, and to construct new knowledge from the analysis and synthesis of this learning process. It means that CTL is effective to improve students' achievement at a basic level. CTL makes it easier for students to understand and memorize the material and immediately apply them in their daily activities.

According to Abdi (2004: 103), to achieve Contextual Teaching and Learning's goal include the eight componens of the system, they are making meaningful connections, doing meaningful work, conduct self-regulated learning, collaborate, think critically and creatively, helping individuals to grow and develop, achieving high standars, and using authentic assessment. It means that if the eight componens are applied in teaching English writing of tenth year students of SMK N 4 Klaten the goal of CTL will be achieved.

According to Satriani, Emilia & Gunawan (2012: 10), there are some benefits of CTL, these includes: 1) engaging students in the writing activity; 2) increasing students motivation to participate actively in the writing class; 3)

helping students to construct their writing; 4) helping students to solve their problems; 5) providing ways for students to discuss or interact with their friends; 6) helping the students to summarize and reflect the lesson.

By using Contextual Teaching and Learning (CTL) methods which applied in teaching and learning writing not only can improve writing skill but also can build students' character. The students will surely encourage creative skill, responsible, hard working, pro-active, and confidence. It means by applying Contextual Teaching and Learning (CTL), students will convey their knowledge and be able to write their ideas by writing.

The character education in writing class should be done as the policy made by the government as stated in *Undang-Undang Republik Indonesia No. 20 Th. 2003 tentang Sistem Pendidikan Nasional pasal 3*. It states that:

“Pendidikan nasional berfungsi mengembangkan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”. Tujuan pendidikan nasional itu merupakan rumusan mengenai kualitas manusia Indonesia yang harus dikembangkan oleh setiap satuan pendidikan. Oleh karena itu, rumusan tujuan pendidikan nasional menjadi dasar dalam pengembangan pendidikan budaya dan karakter bangsa.

According to Agboola & Tsai (2012: 164), character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior. The outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow.

Based on explanation above, improving writing skill by using CTL can increase the character education to the students. The characters education are

creativity, responsible, and hard working. Through creativity, the students can build the way of thinking and they can do something new for the result from the real life situations. Through responsibility, the students are expected do their assignment that must be done toward themselves, society, and environment. Through hard working, the students will behave well and have an effort to solve many obstacles in learning complete their assignment and the students should be grateful to God for everything that their have in real life situations.

Based on this explanation above, the researcher knows that the students in SMK N 4 Klaten have many problems in learning English especially in writing skill. In this study, the researcher conducts a writing research at the tenth year students of SMK N 4 Klaten in academic year of 2018/2019. Therefore, this research entitled: **Improving Character Based Writing by Applying Contextual Teaching and Learning (CTL) of the Tenth Year Students of SMK N 4 Klaten in Academic Year of 2018/2019.**

B. The Reason for Choosing the Topic

The reasons why the researcher has chosen the topic are as follows:

1. Writing is one of four language skills. By writing, the students will be able to express their ideas in writing form.
2. The students of class X AKL 1 SMK N 4 Klaten still get a low score in writing activity and had many problems when they did the writing activity, such as they had less vocabulary so they could not convey it into written text, the students felt lazy to write, they did not understand in grammar, they could not practice in written form and many students were not interest in writing.

3. Among other methods, Contextual Teaching and Learning method is appreciated to be more effective to make students learn writing easily.

C. The Limitation of the Study

In this study, the researcher wants to limit the study in order to focus on the topic that will be discussed. It only focuses on the improving character based writing by applying Contextual Teaching and Learning (CTL) method of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019 especially in class X AKL 1.

D. The Statement of the Problem

In this study, the researcher would like to present the problem that can be formulated as follow: “Can contextual teaching and learning (CTL) method improve character based writing of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019?”

E. The Aim of the Study

Based on the problem of this study, the researcher wants to find out whether contextual teaching and learning (CTL) method can improve character based writing of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

F. The Use of the Study

From the result of the study, the researcher hopes that it will be useful to the teaching and learning English, especially in teaching writing. The findings of the study are expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

The result of this study can be used to enrich the repertoire of character based teaching and learning writing theory.

2. The Practical Use

This study can be used as a teaching model for other schools.

G. The Clarification of the Key Term

In this study, to make the topic easy to understand, the researcher would give some clarification of the key terms of the study as follows.

1. Improving

According to Mulyasa (2009: 8), improving in action research means improve in learning quality, so that it is continuous improvement of learning process and continuous improvement of learning process and continuous quality improvement. It means that improving is an activity to change the quality of something or someone to be better than before. Therefore, improving here means making the students writing skill become better than before by applying contextual teaching and learning technique. In this study, improving means to show the students' ability of writing by applying Contextual Teaching and Learning (CTL) method to the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

2. Character Based Writing

a. Character Based

According to Agboola & Tsai (2012: 164), character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior.

b. Writing

According to Sokolik (2003: 88), writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader.

Character based writing means an activity in writing along with the students' character which occurs during the teaching and learning process. In this study, the character based is the teaching method that support the improvement of students' character by teaching the tenth year students of SMK N 4 Klaten in academic year of 2018/2019 about the creativity, responsible, and hard working and the other good attitude which has a positive impact to the students' life.

3. Contextual Teaching and Learning (CTL)

Hudson & Whisler (2008: 54), contextual teaching and learning (CTL) is defined as a way to introduce content using a variety of active learning techniques designed to help students connect what they already know to what

they are expected to learn, and to construct new knowledge from the analysis and synthesis of this learning process. It means that CTL was effective to improve students' achievement at a basic level. CTL makes it easier for students to understand and memorize the material and immediately apply them in their daily activities.

In this study, contextual teaching learning (CTL) is a method that engages students writing skill in significant activities to help them connect to study to their context in the real life situations by the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

H. The Organization of the Study

In order to facilitate the thesis arrangement, the researcher organizes the report into five chapters:

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the statement of the problem, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of the definition of writing, the purpose of writing, the kinds of writing, teaching and learning writing, the theory of character education, and the theory of contextual teaching and learning.

Chapter III is the research method. It consists of the meaning of research method, the produce of the research, the subject of the study, the place and time of research, the data and the source of the data, the technique of collecting the data,

the technique of analyzing the data, the character assessment, conceptual framework, and action hypothesis.

Chapter IV is research finding and discussion. It consists of the research findings, research implementation, and the discussion of the findings.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses the conclusion and suggestion of the research from implementing Contextual Teaching and Learning method of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

A. Conclusion

After presenting and analysing the data which were obtained in the research discussed in the fourth chapter, the researcher could conclude the result of the research as the answer of problem “Can contextual teaching and learning improve the character based writing skill of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019?”. By applying the contextual teaching and learning method, the students learn more actively and could solve their problem by themselves, so they can improve their ability in writing. It makes the students easier to create their ideas in paragraph. There is improvement on the students’ ability of writing skill. It is proven with the students’ mean mark. In addition, Contextual Teaching and Learning method can also improve the character of the students. It is proven with an improvement in the characters that exist in each student during the researcher also experienced improve in character in every aspect, namely pro-active, responsible, hardworking, creativity and confidence.

In cycle I, there was improvement in both student writing skill and character assessment because cycle I mark is higher than precycle mark. Unfortunately, although the students writing skill still was getting an

improvement from 61.31 in precycle to 68.35 in the cycle I, the character assessment was still categorized as Fair (52.08). Knowing the result, the researcher and the teacher wanted improved the students' mark both students writing skill mark and character assessment mark. The researcher tried and the teacher continued to apply CTL model that was provable in improving those marks to the cycle II.

In cycle II, students' writing skill was improving from 68.35 in cycle I to 75.40 in cycle II. Next, the students' character assessment had an improvement category to from fair mark in cycle I to good mark in cycle II. Therefore, the researcher come to the conclusion that CTL model was able to improve character based reading since the mark always got an improvement from precycle to cycle II. Based on the writing mark and character mark the students earned during the research, the researcher can answer the question stated in problem of the study. So, the conclusion was contextual teaching and learning method can improve the students character based writing skill of the tenth year students of SMK N 4 Klaten in academic year of 2018/2019.

B. Suggestion

After the researcher carried out the research by using contextual teaching and learning method to improve the students' character based writing skill, the researcher presents some suggestions to the school, the English teacher, and to the students below.

1. To the School

The school must give more attention to students' writing skill by providing some interesting writing material and special training for the teacher in understanding Contextual Teaching and Learning method and also facilitate various media and materials supporting the teaching and learning process.

2. To the English teacher

To English teacher, they are recommended in order to be able to use Contextual Teaching and Learning method as alternative technique in teaching writing skill. the teacher should monitor students' activity during writing class and support the interaction among students in the classroom. Besides that, the teacher should give various material for different meetings and try the integrated method to be applied in the classroom when teaching and learning process was conducting. It was conducted in order to make the learning process to be dynamic, fun, and made it alive.

3. To the Students

The students must be active in teaching and learning process, especially when they are taught by using Contextual Teaching and Learning because through this method can practice writing English outside the classroom by making short story or writing diary. It is also necessary for them to improve their vocabulary and grammatical competence independently. So, the students can improve their writing skill and they will be good writers.

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