

## **I. INTRODUCTION**

### **A. Background of the Problem**

The improvement of the language skills are required to achieve the objective of teaching English at school. Based on the School Based Curriculum, students are expected to be able to communicate both in spoken and written form. Those skills are known as language skills that consist of listening, speaking, reading and writing. Writing is productive skills which is very important for student to learn. It is frequently used to convey the idea in communicating with others. Myles (2001:3) defined writing as an act of communicating ideas into written form by using knowledge of the language.

Writing also involves composing, which implies the abilities either tell pieces of information into a form of narrative or description, or to transform information into new texts. However, the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practice in formal instructional settings or other environments. Writing skill must be practiced and learned through experience (Myles, 2001:1).

According to School Based Curriculum, the goal of teaching and learning at Senior High School is that the students must be able to develop communicative competence in written as well as in spoken form to achieve functional literacy level. They are expected to be able to communicate in written as well as in spoken form to solve problems in their daily live. In this curriculum, the English material is taught based on the text. There are many types of written form that should be learnt, for example, narrative, recount, report, news item, procedure, spoof, etc.

One of the texts that have to be learnt by the second year students of Senior High School is narrative text. The students have to be able to understand and create a narrative text cohesively based on the social function and generic structure of the text. In fact, the students only master about the generic structure and language features of those kinds of texts but they still confuse if they are asked to compose or write those kinds of texts.

Based on the writer's experience in the three-month-teaching training program in SMA Negeri 9 Bandar Lampung, the students generally have inadequate writing skill. They were unable to organize idea in a logical ways. They also couldn't compose several related sentences. As a result most of their writing compositions are not united and coherent. Students know or have ideas what they are going to write but they do not know how to put them into words. They can not build a good sentence, structurally, and coherently. It is also supported by Wulan Sari (2008:3-4), She showed that many students could not express their ideas smoothly although they had been given topic to write. It seems that they have difficulties in expressing their ideas even though they know what to be written. She states based on her preliminary test of her research that there should be an appropriate technique to be applied for students to develop their writing ability related to the five elements of writing, they are grammar, vocabulary, language use, organization, and mechanic. She also states that logically, the students should be taught how to plan and organize the ideas or supporting information before doing the composition so that they are able to improve their writing ability. There are many activities that can be used in teaching writing such as jumbled sentences practice, guiding task, picture sequence and etc. And she chose jumbled sentence practice as the technique for teaching narrative text in her research.

Based on the statement above, the researcher can conclude that it is very important for the teacher to apply the best way to make the students aware on the use of the text in their daily live. The teacher needs to employ appropriate approach and maintain the teaching and learning process that builds students' awareness on using the knowledge rather than knowing it. He/She needs to apply an approach and technique that is not only improving students' writing ability but also teacher's performance and students' participation during teaching learning process. In addition, he/she should prepare lesson plan well and improve her ability in teaching the material in order to give effective feedback on the assignment. He/She also needs to reinforce the students to do more frequently practice in writing. This can be practiced through contextual teaching and learning.

Considering on the importance of applying appropriate approach, the researcher used CTL (Contextual Teaching and Learning) as the approach and he used picture sequences as media of CTL for developing students' narrative text writing. CTL is a concept of learning which helps teacher relates the material being taught to the students' real world and encourage the students to relate their knowledge in their daily lives (Department of National Education/Departemen Pendidikan Nasional, 2002). In Contextual Teaching and Learning (CTL) environment, students discover meaningful relationships between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement, and interrelationships. Contextual Teaching and Learning (CTL) creates a team, whether in the classroom, lab or in the worksite. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes (Hull and Souders, 1996: 27). The majority of students in 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.

Traditionally, students have been expected to make these connections by their own outside the classroom. According to contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner world of memory, experience, and response). Even when writing lessons are done in the classroom, they relate strongly to real life situations, motivating students and preparing them to write for audiences outside the classroom.

While picture used by the writer as media for developing students' narrative text writing so they can effectively improving their narrative text writing. The reason why the researcher chooses picture sequences, it's because picture or series of picture not only provides the basic material of composition but stimulates students' imaginative power. It means picture-sequences help students to expand their topic writing (Heaton, 1991:142). Picture sequence is also believed as a part of narrative text. Therefore, by using CTL as an approach and picture sequences as a media to improve students' narrative text writing, the students' problem in learning narrative text can be overcome and the students are able to increase their abilities in writing narrative.

From the explanation above, therefore the writer entitled the research;

“Improving Students' Narrative Text Writing Through Contextual Teaching and Learning (CTL) At the Second Year of SMA 9 Bandar Lampung”.

## **B. Formulation of the Problem**

In reference to the background, the researcher derived the following question:

“Is there any improvement of SMA students’ narrative text writing ability after they are taught using contextual teaching and learning (CTL)?

### **C. Objective of the Researches**

The objective of the research is to find whether there is improvement of SMA students’ narrative text writing ability taught through contextual teaching and learning.

### **D. Uses of the Research**

The result of this research can have the following uses:

1. Practically:

- Can be made as the information for the teacher to improve their performance in teaching narrative text writing
- Can develop students’ ability in creating narrative text
- As a contribution to the English teacher and student about the use of contextual teaching and learning as an approach in writing narrative text at senior high school (SMA).

2. Theoretically:

- To support the previous research and theories about CTL in teaching narrative text writing.

### **1.5 Scope of the Research**

This research was conducted at the SMA N 9 Bandar Lampung. The subject of this research was the second year students where the researcher was as the English teacher held the class. The

reason of choosing the second year students was that as stated in the syllabus of KTSP that there are two standard competences of the narrative text that is one in the first semester and the other in the second semester. It means that narrative text is very highly demanded by second year students of SMA. Before conducting the research the students had already studied grammar, vocabulary, and narrative text. The sample was chosen randomly, since the second grade classes have the same appropriate materials and ability related to the issue of the research. The research focused on students' activity in the improvement of narrative text writing based on content, organization, vocabulary, language use, and mechanic. The researcher used picture-sequences and reading texts as teaching aids of CTL during the implementation of contextual teaching and learning (CTL) to gain an effective result. The picture sequences were taken from the magazine, Internet and student's English books while the reading texts were taken from The material was taken from students' English text books and magazine and short story collection books. The improvement of students' narrative text writing was measured by a set of pre test and post test in form of writing text.