II. LITERATURE REVIEW

In order to have related ideas on the theoretical framework, a number of points are reviewed here. The points to be revealed cover the concept of writing, paragraph, concept of narrative text, concept of contextual teaching and learning, concept of picture-sequence, teaching writing, teaching narrative text writing, teaching narrative text writing through contextual teaching and learning, procedure of teaching narrative text writing through contextual teaching and learning, and advantages and disadvantages of using contextual teaching and learning in teaching narrative text writing.

A. Concept of Writing

Linderman (1982:11) states that writing is a process of communication uses a conventional graphic system to convey a massage to readers. In this process, in order to have writing skill, one should know the step of arranging letters, words, sentences, paragraphs by using knowledge of structure, vocabulary, organization etc. Linderman (1982:27) also defines that writing is process of communication which conveys the meaning to the reader.

In fact, academic context requires students to be able to compose ideas into effective writing in order to communicate and transfer ideas clearly from one’s mind to others with a little interfering noise as possible. The students then must learn that effective writing is not only characterized by high sense of correctness on grammatical structure and vocabulary, it requires a lot number of things to be applied; a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of grammatical
devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structure to create a style which is appropriate to the subject matter and the eventual readers (Maley, 1998).

The importance of writing is also stated by Chakravety and Gautum (2000:4) “Writing, an important part of language learning is an essentially reflective activity that requires enough time to think about the specific topic and analyze as well as to classify the background knowledge”.

The statement implies that in writing process, students are required to have good background knowledge of the topic and enough time to write. Related to the topic, writing enables students to describe their ideas in sequences and in communicative way. As Raimes (1983:3) states that writing also involves thinking. This means, the relationship between thinking and writing make writing as a valuable part of any language course.

In line with the concept of writing, Belo’s (1997:135) points that writing is a continuing process of discovering how to find the most effective language for communicating one’s thought and feelings. Writing also enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary which they learn in the class.

Similarly, Jacobs (1981:90) specifically mentions that in order to be effective: a piece of composition should meet the following qualities:

1. Content

   Contents refer to the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content
paragraph do the work of conveying ideas rather that fulfilling special function of
transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of content. It is scarcely more than attempt
to piece together all collection of fact and jumble ideas. Even in early drafts it may still
be searching for order, trying to make out patterns in its materials and working to bring
particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins
with the assumption that the writer wants to express the ideas as clearly and directly as
he/she can. As a general rule, clarity should be his/her prime objective. Choosing words
that express his/her meaning is precisely rather than skew it or blurs it.

4. Language use

Language use refers to the use of correct grammatical form and synthetic pattern of
separating, combining, and grouping ideas in words, phrases, clauses, and sentences to
bring out logical relationship in paragraph writing.

5. Mechanic

Mechanic refers to the use of graphic conventional of the language, i.e., the steps of
arranging letters, words, paragraphs by using knowledge of structure and some others
related to one another.

In short, it is clearly seen that the quality of effectiveness writing is not only defined by its
correct use of grammar and structure but there are other higher orders to be concerned such as
content, organization, vocabulary, language use and mechanic.
In grading the students’ writing score, the researcher evaluated students’ writing score based on their judgment by considering five aspects of writing to be tested; they are content (30 point), organization (25 point) vocabulary (20 point), language use (20 point), and mechanism (5 point). This scoring criterion is based on ESL composition profiles by Jacobs (1981:92-96). It was meant to provide a well-defined standard and interpretive framework for evaluating composition effectiveness. This is described as follow:

Table 1. The ESL Composition Profile

<table>
<thead>
<tr>
<th>SCORE</th>
<th>LEVEL</th>
<th>CRITERIA</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 – 27</td>
<td>EXCELLENT TO VERY GOOD: Knowledgeably • substantive • through development of thesis • relevant to assigned topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 – 22</td>
<td>GOOD AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lack detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 – 17</td>
<td>FAIR TO POOR: limited knowledge of subject • little substance • in adequate development of topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 – 13</td>
<td>VERY POOR: does not show knowledge of subject • non-substantive • not pertinent or not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 – 18</td>
<td>EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 – 14</td>
<td>GOOD TO AVERAGE: somewhat choppy • loosely organized but main idea stand out • limited support • logical but incomplete sequencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 – 10</td>
<td>FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 – 7</td>
<td>VERY POOR: does not communicate • no organization • or not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOCABULARY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 – 18</td>
<td>EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word from mastery • appropriate register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 – 14</td>
<td>GOOD TO AVERAGE: adequate range • occasional error of word/idiom form, choice, usage but meaning not obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 – 10</td>
<td>FAIR TO POOR: limited range • frequent error of word/idiom form, choice, usage • meaning confused or obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 – 7</td>
<td>VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to provide clear range score for determining the quality of the students' writing performance, the range of score designed in the ESL Composition Profile is adjusted by dividing the range of score of each quality (except for very poor quality) into two equal range. This adaptation of score is illustrated as follows:

Table 2. The Adapted Range of Writing Score

<table>
<thead>
<tr>
<th>No</th>
<th>Quality</th>
<th>Content</th>
<th>Organization</th>
<th>Vocabulary</th>
<th>Language use</th>
<th>Mechanics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very poor</td>
<td>13.00-16.45</td>
<td>7.00-9.49</td>
<td>7.00-9.49</td>
<td>5.00-10.49</td>
<td>0.00-2.00</td>
<td>34.00-51.99</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td>19.00-21.49</td>
<td>11.50-13.49</td>
<td>11.50-13.49</td>
<td>14.50-17.49</td>
<td>2.60-3.00</td>
<td>60.00-67.99</td>
</tr>
<tr>
<td>4</td>
<td>Average</td>
<td>21.50-23.99</td>
<td>13.50-15.49</td>
<td>13.50-15.49</td>
<td>17.50-19.49</td>
<td>3.01-3.59</td>
<td>68.00-75.99</td>
</tr>
<tr>
<td>5</td>
<td>Good</td>
<td>24.00-26.49</td>
<td>15.50-17.49</td>
<td>15.50-17.49</td>
<td>19.50-21.49</td>
<td>3.60-4.00</td>
<td>76.00-83.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Very good</td>
<td>26.50-28.49</td>
<td>17.50-18.99</td>
<td>17.50-18.99</td>
<td>21.50-23.49</td>
<td>4.01-4.59</td>
<td>84.00-91.99</td>
</tr>
<tr>
<td>7</td>
<td>Excellent</td>
<td>28.50-30.00</td>
<td>19.00-20.00</td>
<td>19.00-20.00</td>
<td>23.50-25.00</td>
<td>4.60-5.00</td>
<td>92.00-100</td>
</tr>
</tbody>
</table>

In more details, Jacobs (1981:92-96) explained the description and criteria of writing scoring system (see appendix 3).

**B. Concept of Narrative Text**

A narrative text is an account of event which is written mainly for entertainment (Larson, 1984: 366.http://wikipedia.org/wiki/narrative text). Those which not only entertain but instruct are highly valued. The story can be fiction or it can be non fiction. The purpose of narrative text is to entertain, to tell story, or to provide an esthetic experience. However, narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. Narrative text is based on life experience and is person-oriented using dialogue and familiar language.

Here are the genres that fit the narrative text structure; they are (1) folktales, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *Abu Nawas*. (2) wonder tales, e.i., a story tells about something amazing, human’s imaginations, e.g., *Harry Potter*. (3) Fables, i.e., traditional short stories that teach moral lesson, especially one with animals as characters; these stories are considered as one group of animal stories, e.g., *Winnie the Pooh*. (4) Legend, i.e., a story from ancient times about people and events that may or may not be true. (5) Myth, i.e., a story from ancient times, especially one that was told to explain about natural events or to describe the early history of a place or people, e.g.,
Tangkuban Perahu. (6) Mystery, i.e., a story about something that is difficult to understand or to explain which crimes and strange events are only explained at the end, e.g., Doctor Jekyll and Mr. Hyde. (7) Science fiction, i.e., a story that science oriented. It is not really happened in real life, e.g., Time Machine. (8) fantasy, i.e., a story about a pleasant situation that people imagine but it is unlikely to happen, e.g., Alice in Wonderland. (9) Historical fiction, i.e., a story about people and events that is in or connected to the past, e.g., Bumi Manusia.

Basically, a narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters’ problem(s) (Larson, 1984:234). The middle of a narrative is organized around a plot. The plot includes a series of episodes written by the author to hold our orientation and build excitement as the story progresses.

The plot contains (1) an initiating event, the event that starts the main character on a series of events to solve the problem, (2) a series of events in which the main character attempts to solve the problem. The excitement builds until the climax, the high point in the story where the problem is solved. In these events there may be some roadblocks that the character encounters while attempting to solve the problem. These roadblocks are set backs for the character. During these events the excitement of the story builds as the character goes about solving the problem.

Here is the analysis of Narrative Text Structure (Generic Structure):

1. Orientation refers to the characters, problem, place and time, such as; who is the character? What is the problem? Where does it happen?
2. Evaluation retells a stepping back to evaluate the plight. In this part, it tells about the first condition of the character before facing the problem.

3. Complication denotes a crisis arises. It comprises initiating event, subsequent events and climax aspects when the characters face the problems.

4. Resolution shows that the crises are resolved. In this part, the character does the act of solving or settling the problem for bitter or for worse one.

5. Re-orientation indicates optional point. This means that a story does not always use this, and usually, it states the conclusions of the events based on the writer point of view.

The significant grammatical features of narrative text comprise (1) focus specific and usually individualized participants. (2) Use of material processes, behavioral and verbal processes. (3) Use of temporal conjunction, and temporal circumstances. (4) Use of past tense.

Here is the example of narrative text:

**Two Travelers and a Big Tree**

*Once, two men traveled on a dusty rough road that had no trees on its sides. They were walking on the distant village during daylight to attend a wedding feast.*

*The summer sun was so hot that they were sweating a lot*

*They looked for a shady tree for shelter from the sun. After sometimes, they saw a big old tree with thick, green leaves and branches spread far and wide like a big umbrella. They made the tree a shelter, put their small bundles on the ground and stretched themselves out in the cold shadow of the tree. They felt relieved and rested for a while.*

*Talking about the wedding feast.*

*After about an hour, one of the travelers said to his friends, “look! What a useless ugly old tree! so big and yet it bears no fruit at all”*. 
On hearing this, the tree felt insulted. Angrily, it yelled, “You, ungrateful man! You are enjoying my cool shadow and using it for a shelter, yet you call me useless and ugly! Can there be a more wretched creature than you? So now, get up and get away from here

Feeling scared that a tree could talk, the two men ran away in horror

And here is the organization of the narrative text:

**Two Travelers and a Big Tree**

**Orientation:**

*Once, two men traveled on a dusty rough road that had no trees on its sides. They were walking on the distant village during daylight to attend a wedding feast.*

**Complication:**

*The summer sun was so hot that they were sweating a lot*

**Resolution:**

*They looked for a shady tree for shelter from the sun. After sometimes, they saw a big old tree with thick, green leaves and branches spread far and wide like a big umbrella. They made the tree a shelter, put their small bundles on the ground and stretched themselves out in the cold shadow of the tree. They felt relieved and rested for a while. Talking about the wedding feast.*

**Complication:**
After about an hour, one of the travelers said to his friends, “look! What a useless ugly old tree! so big and yet it bears no fruit at all”.

Resolution:

On hearing this, the tree felt insulted. Angrily, it yelled, “You, ungrateful man! You are enjoying my cool shadow and using it for a shelter, yet you call me useless and ugly! Can there be a more wretched creature than you? So now, get up and get away from here.

Re-orientation:

Feeling scared that a tree could talk, the two men ran away in horror.

In this research students were not expected to fulfill and make the generic structure in their writing. They were only as a guidance for the students to make unity and coherence composition.

C. Concept of Contextual Teaching and Learning

Contextual teaching and learning (CTL) is an approach of learning that appears because of the tendency that students will learn better if the environment can be created naturally (Department of National Education/Depdiknas 2002). CTL is a concept that help teachers relate subject matter content to real world situation and motivate students to make connections between knowledge and its applications to their lives as a family members, citizens, and workers and engage in a hard work that learning requires (U.S. Department of Education). According to Legawa (2004) CTL is a learning process that involved learner-centered and learning in context. Context means a condition that influences students’ lives in learning. Its goals are to increase students’ learning result and to make practical materials related to the school condition.
According to Owens (2002), CTL enables students to process, expand, and apply their academic knowledge and skills in variety of schools and out school setting in order to solve simulated or real-world problems. In CTL, the knowledge that the students get before can be reinforced. They have a chance to construct their mind and relate what they have got to the new materials. Moreover, Ashuri (2003) in Martini (2006) states that students would learn well if he/she is learning closely related what they have known and related to activities or events around him/her. Thus, the teaching learning process at school should always involve student’s real world and experience to make them aware of the benefits of their learning. For instance, in teaching narrative text, teacher gives a topic to be discussed that related to the students’ environment.

According to Department of National Education/Depdiknas, CTL has seven main components, they are:

1. *Constructivism*

Constructivism is a philosophical base of contextual approach which learners increase knowledge little by little since the knowledge is not a set of facts, concepts, or rules that come accidentally. It has to be constructed by learners through real experience. In this stage learners are actively involved in learning process based on the previous knowledge or entry behavior. For instance, before going to the main topic of the material (narrative text), teacher can correlate to the material that will be discussed. Therefore, to achieve the learning goal, they will use their prior knowledge and their own style. Usually the teacher does not give all his knowledge to the learners. The learners build their own understanding by a becoming part of teaching learning process. Therefore, the role of the teacher is only as facilitator or motivator.

2. *Inquiry*
Inquiry is the basic part of CTL. The key word for inquiry is the learners seek the truth, information or knowledge by themselves. For example, the students are asked to make a good narrative text. The teacher explains how to make it by giving some examples. From this explanation, students then know how to make it. Observing, questioning, investigating, analyzing, and concluding are cycling process of inquiry. The learners have a chance to observe phenomena. They try to explain and describe the phenomena being observed. They will ask when they find something outlandish and they make their own hypothesis based on the answer of their questions, finally, based on the observation, they make conclusion.

3. Questioning

Questioning emerges because of someone’s curiosity. Curiosity is a basic critical thinking. Someone is curious in something because he/she wants to know about it. When learners find something peculiar, they will ask it becomes like that. Questioning can be implemented between learner to learner, learner to teacher, teacher to learner, learner to others who come to the class, and so on. Therefore, they can ask questions to their friends or the teacher when they do not know about something. In order to encourage students to make questions, the teacher should provide or create situation that make the students to have curiosity. If the students are curious in something, automatically they will ask more about it to the teacher and the teaching learning process will be alive.

In conclusion, questioning has some advantages such as to find out information, to check the understanding of the learners, to measure how far the curiosity of the learners, to refresh the competence, etc.

4. Learning community
Learning community is a group of people who share their knowledge in learning. The principle of learning community is that learning in-group will give better result than learning alone. In learning community, student will share their knowledge. By sharing knowledge, the learners who know will tell others who do not know or learners who do not will ask learners who know. In other word, the students in group will be involved in the activity, they will ask, answer, or even share their ideas since they have the same goal that is doing the task given by the teacher.

Cooperative is encouraged here.

5. Modeling

Modeling or giving example plays an important role in teaching learning process. It helps students to understand the materials faster. In this scope, the learners are supposed to perform some activities that the model does. In teaching learning process of narrative text, for example, the teacher gives some examples of narrative text. Based on the examples given, the students are asked to make narrative text by themselves. In this scope, either the teacher or students can give modeling. It means that the teacher is not the only person who responsible in giving modeling or example. By listening or seeking the other in demonstrating how to do something, the learners will know and they can utilize it by themselves.

6. Reflection

Reflection is the way of thinking about what has been taught or what has been done in the past. The students and teacher review and respond the events, activities and experiences they have done. In other words, reflection is a respond toward even, activities and the latest information. For example, the students pronounce the word “abuse” incorrectly and the teacher corrects it by demonstrating. From the model given by the teacher, the students realize that what they have done is wrong and try to pronounce it correctly by imitating what the teacher has done. At the
end of teaching learning process, teacher should give time for the students to think and do such reflection; it can be in the shape of direct statement from the students about what they have learned.

7. Authentic assessment

Authentic assessment is a process of gathering the data that can give information about the students’ development. It aims at evaluating students’ abilities in real world context. It is used to describe students’ real competency to the subject matter. In other words, the aim of authentic assessment is to provide valid and accurate information about students’ progress and what they really know and are able to do.

Assessment can be done during or after teaching learning process. During the teaching learning process, teacher can assess students’ activities in class by ticking names of students who are actively involved in teaching learning process (such as answering questions, giving questions, and participating in group) in her/his data. The data can be used as information for the teacher in order to make students more active. Moreover, teacher can assess students through test held after process of the treatment.

The reason why the researcher will use contextual teaching and learning (CTL) because it is an approach that can help the students succeed in understanding or creating narrative text in long-range life. 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).

D. Concept of Picture-Sequence
Based on Stevick (1957:74) picture is one visual aid as anything visible, which helps the students to learn the language more clearly. It is supported by Zainudin quoted in Rohimah (2001:14) picture is one of the visual aids that can raise students’ motivation in learning. It can be said that picture is able to stimulate students’ idea to appear.

In more details, Gardner (2007) states the following:

“Simply distribute or show picture that tells a story and encourages students to brainstorm words and ideas about the image before writing a story that tells a background on the image or extends details on what has happened, gives the students chance to think critically about their interpretation of the events in the images and to write that ideas”.

Meanwhile, Heaton (1991:142) says that 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.

In the term of organization (coherence), it is clear that picture-sequences can help students to form outline. This outline can make students easier to develop their paragraph smoothly, since the picture is in sequence. Moreover, Nelson (1989:33-36) suggests to offer the use of picture-sequences in the class with the idea that words can be associated by a picture. From the collection of the words, the students will be able to develop the main idea.

Based on the explanation above, the writer concludes that picture-sequence can convey an outline of a paragraph since picture only shows what is obviously seen and easily described. Through picture-sequence, students may be motivated to develop a paragraph. Engaging picture
in writing narrative text will help students to create a plot and develop the paragraph. Picture also will capture and hold students’ interest and attention

**E. Concept of Teaching Writing**

Teaching writing covers teaching of language ability and organization of ideas. It will stimulate the student to present their ideas into written form.

Related to this, Harmer (1983:48) points out that there is certain particular needs to be taken into account when teaching writing, e.g. sentence organization, paragraph arrangement, and coherence in the writing itself. More specifically, it is said that teaching writing requires the elements of writing skill including grammar, sentence organization, vocabulary and mechanics (Madsen, 1983:120).

Teaching writing guides students not only to write sentences in a paragraph but also to organize ideas. Referring to this, Arapoff (1966:14) says that learning to write involves not only learning to use orthographic symbol, but also primary how to select and organize experience that has occurred to the writer. A purposeful selection and organization of experience require active thoughts.

It can be said that teaching writing covers not only the use of grammar such as sentence sense, word order and mechanics, i.e., the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing (Madsen, 1983:120).

Based on the definition above, the writer concludes that writing is important means of indirect communication that referred to the productive and expressive activity. In this case students are expected to be able to express their ideas, feeling, and thought in written language.
F. Teaching Narrative Text Writing Through Contextual Teaching and Learning

In teaching learning process of CTL, a teacher is expected to apply seven components of CTL, as mentioned before. The material should be related to the students’ real world situation. The students have to be motivated to make connection between knowledge and its application on their daily lives. In this context, the students have to understand what the meaning of learning is, what the benefits are, and how to reach it. They know what they are learning is useful for the future. According to Yuwono (1994:6) in Susanti (2006:10), in order to be successful in writing, an English teacher should guide his students on writing, in which the material presented are relevant to their interests, needs, capacities, and age until they are able to make composition with few or even no error.

In writing narrative text the students must be able to organize the story by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters’ problem(s). They can start by describing the plot of the story. The plot contains (1) an initiating event, the event that starts the main character on a series of events to solve the problem, (2) a series of events in which the main character attempts to solve the problem. By writing the plot the students can develop the story based on its setting, characters, and the problems. Thus, in order to encourage the students to make the plot, the teacher should provide situation or topic that can make them have curiosity. If this situation happens, the teaching learning process will be alive.

In order to make a good narrative text, the teacher should provide some examples of narrative text before asking the students to write. For example, teacher explains that narrative text should be arranged based on its generic structure; Orientation (refers to the characters, problem, place
and time. Evaluation (retells a stepping back to evaluate the plight). Complication (comprises initiating event, subsequent events and climax aspects when the characters face the problems). Resolution (shows that the crises are resolved). Re-orientation (indicates optional point). The process above can be easily reached by introduced pictures-sequence to the student. Teacher can gain more information from the students by asking the theme/plot of each pictures provided. It is expected they can utilize it by themselves.

After the teacher gives some examples of good narrative text, the students can reflect the text which has been explained by the teacher. Reflection can be said as a respond toward the setting, character and the problems. By doing such reflect the students are able to think about what they have learned, what they have done and whether it is right or wrong in order to make their narrative text better.

In CTL class, the teacher is suggested to make heterogeneous learning class. The students who know are expected to tell the other who do not know. In this context, the teacher should divide the students into some groups in doing tasks. In group, they can share their ideas, information, and knowledge to the others.

To get description of students’ development or ability in writing narrative text, the teacher needs to assess the students. Assessment is important to measure the students’ knowledge and skill (Depdiknas, 2002). Therefore, the teacher needs the authentic assessment, which can be done during the process or after the process of teaching learning activities. He/she can assess the students based on their activities in the class, while at the end of the class, he/she can assess their writing result. Based on the assessment above, the teacher can get valid and accurate information about the students’ progress.
In conclusion, the seven components of CTL should be applied during teaching and learning process of narrative text writing to see whether the students make the progress or not.

**G. Procedures of Teaching Narrative Text Writing through Contextual Teaching and Learning**

According to Edelstein and Pival (1988:11), there are three steps of writing. These steps are used to make the writing more affective. They are:

1. **Pre-writing** refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas.
2. **Writing** denotes to setting on the paper the ideas in her or his mind into words, sentences, paragraph and so on.
3. **Re-writing** concerns with evaluating her/his writing, deals mainly with:
   a) Correcting the content and form
   b) Correcting the vocabulary, punctuation, and grammar
   c) Correcting writing errors, word duplications and omission

Referring to the statement above, the researcher used the steps consist of pre-writing, writing and re-writing. Here are the procedures of writing narrative using contextual teaching and learning.

1. **Pre-writing**
   a) Teacher asked some questions related to the topic. (constructivism)
   b) Teacher shown some pictures at glance and ask the students whether they were familiar or not with the picture. (inquiry)
   c) Teacher asked the main idea/plot of the picture (questioning)
d) Teacher gave an example, explained the generic structure, and how to organize narrative text. (modeling)

2. Writing

   a) Teacher asked the students to make a group and distributes the pictures-sequences. (learning community)

   b) Teacher asked the group to arrange and write the main idea/plot of picture-sequences. (authentic assessment)

   c) Teacher asked the group to write narrative text based on the plot that they have made. (authentic assessment)

3. Re-writing

   a) Teacher checked their writing and asked them to re-write if there were some errors in grammar, vocabulary, content and form, etc. (authentic assessment)

   b) Teacher reflected the lesson that they have learnt (reflection)

H. Advantages and Disadvantages of Using Contextual Teaching and Learning in Teaching Narrative Text Writing

The advantages and disadvantages of using CTL in teaching narrative text writing are as follows:

1. The advantages are:

   a. CTL encourages students to be more active and involve directly in teaching and learning process

   b. Topic discussed in the material is related to the students’ environment

   c. The knowledge that the students get before can be reinforced

   d. There are connection between knowledge that students get and its application to their lives
e. Students are more aware of its benefits of learning because the teacher relates the material being taught to the students’ real events or activities

f. Students are supposed to perform some activities that the model does

ɡ. Students seek truth, information, and knowledge by themselves

h. Students are provoked in order to have curiosity

i. Students are given a chance to share their ideas each other

j. Assessment is adapted with the material the students have learned

k. Students can learn from the mistakes they did during teaching learning process

l. CTL helps students remember the material they have studied easily. They could remember the material in long-range life

2. The disadvantages are:

a. The students imitate what the teacher does. If the teacher does mistakes, students will do too

b. Class will be noisy since the students are supposed to be active in teaching learning and there are group activities

c. The teacher needs a lot of energy because he/she has to make the class alive. He/she plays the important role in the class activities

Therefore, to see the improvement, the researcher applies CTL as approach for teaching narrative text writing.

I. Theoretical Assumption

Based on the literature review the researcher assumes that CTL is applicable to improve the students’ narrative text writing ability. This assumption is supported by the activities that are
involved in CTL. *Constructivism* increases knowledge little by little since the knowledge is not a set of facts, concepts, or rules that come accidentally. *Inquiry* checks the understanding of the learners, to measure how far the curiosity of the learners, to refresh the competence, etc. *Learning community* shares knowledge. *Modeling* gives example that helps students to understand the materials faster. *Reflection* reviews and responds the events, activities and experiences they have done. *Authentic assessment* provides valid and accurate information about students’ progress and what they really know and what they are able to do. While picture sequence helps students to develop their idea in writing narrative text. Thus, CTL and picture sequence can be implemented to stimulate the students’ narrative text writing to be better.

**J. Hypothesis**

Based on the theoretical assumption above, the researcher would like to formulate the hypothesis as follow:

\( H_0: \) Teaching narrative text writing through contextual teaching and learning (CTL) does not give improvement in increasing students’ ability in the terms of *content, organization, vocabulary, language use and mechanic*”.

\( H_1: \) Teaching narrative text writing through contextual teaching and learning (CTL) gives improvement in increasing students’ ability in the terms of *content, organization, vocabulary, language use and mechanic*”.