

I. FRAME OF THEORIES

1.1. Concept of Text

Broadly, text is a semantic unit that is realized in the form of word, clause, and sentence.

According Derewianka (1992:17), text is any meaningful stretch of language – oral or written form. Not all extent is the same. One factor, which accounts for differences in the text is the purpose for which the text is being used. Generally, there are some models of text (1) descriptive text referring to passage intended to describe the reader about something, (2) narrative text referring to passage intended to entertain the reader about the tale story which is in past form (Curriculum of Senior High School 2010), (3) recount text referring to passage in tended to retell the reader about past event, past experience, etc. The focus of the research is in Recount text form, which is clarified bellow.

1.2. Recount Text

Literally, recount text tells about something especially that you have experience. When we want to retell someone about our past experiences or events, we should make sure that the readers could understand what we tell. Recount text is a strategy to retell the readers about past events or experiences. Literately, Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Narrative text just tells about a tale and recount text can tell about events, experiences, biography, letter, diary and anything that happen in the past. In recount text, the story being told is explained as clearly as possible to make the readers or listeners able to understand the story and they can imagine it on their

own mind. And it is hoped, the readers or listeners can make their own story based on their experience that is happened in the past. Then, they can tell their own story as clearly as they heard before. In order to completely comprehend the story, the reader should apply clue words, among clues are: *Who* is used to describe the character in the story, *what* is used to describe what the story tell about, *when* is used to describe the time of the event, *where* is used to describe place in the story, *how* is used to describe the event happen, connectives is use to combine each sentence in the story. (Depdiknas, 2005)

It is said that recount text also has social function. The function is intended to inform or to retell the students about events or experiences which is happened in the past. To achieve that purpose, the recount text has set of generics structure:

1. Orientation: Introducing the participants involves in the story, such as character in the event, place about the location and time is about when the event happen.
2. Events: Describing series of event that happened in the past.
3. Reorientation: Stating personal comment of the writer to the story and its involve the conclusion of the story.

Besides generic structure, recount text also uses particular language features called *lexicogrammatical* features. Here are the language features of recount text and their example:

- Introducing personal participant is introduced by the use of Pronoun I, my, etc
- Using chronological connection is used to connect each sentences; *then*, first, etc
- Using linking verb is use to show the past verb; were, saw, heard, etc
- Using action verb: look. go. change. etc
- Using simple past tense

To be clear, the following is the example of recount text and its elements:

ORIENTATION *One day I was setting in the local library, I started to read a medical encyclopedia that was lying on the table in front of me. The first illness I read about was cholera. As I read the list of symptoms, it occurred to me that perhaps I had cholera myself. I sat for a while, too frightened to move.*

EVENT 1 *Then, in a kind of dream, I started to turn the pages of the book again. I came to malaria. Yes, there was no doubt about it – I had malaria too. And I certainly had hepatitis. And yellow fever. And so it went on. I read through the whole book, and by the end I came to the conclusion that I had every illness. There was only one illness I didn't have – and that was housemaid's knee.*

EVENT 2 *I sat and thought, and I became more and more worried. I wondered how long I had to live. I examined myself. I felt my pulse. At first, I couldn't find it at all; then, suddenly it seems start off. I looked at my watch to time it – it was beating 147 times a minute. I tried to feel my heart. I couldn't feel it. It wasn't beating. I stuck my tongue out and tried to look at it. I could only see the end of it, but from that I was even more certain than before that I had yellow fever.*

EVENT 3 *I went straight to my doctor, who was a good friend of mine. "What's the matter with you?" he asked. "I have every illness in the medical encyclopedia." I told him how I read the medical encyclopedia. Then he opened my mouth and looked at my tongue, and he felt my pulse, and he listened to my heart. Then he sat down and wrote a prescription. It said: 3 good meals every day, a two-mile walk every day morning, be in bed at 11 o'clock every night. don't read medical books!*

REORIENTATION *At last, I followed the doctor's instructions. and I am happy to say that I now feel quite well again.*

1.3. Concept of Writing Skills

According to Raimes (1983:76), writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. Thus, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary to combine the writer's ideas as a means of communication.

Writing is a productive skill in the written form. Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thought to others through a written form such as letter, message, or invitation for communication. Furthermore, Linderman (1983) said that writing is a process of communication using conventional graphic

system to convey a message to the reader. Writing skill is deals with the ability to arrange graphic system such as letter, word, and sentences of a certain language being used in writing communication in order that the reader can understand the message or information.

In writing, the students can express their ideas, thought, and facts. (Carel in Susanto, 1977) states that writing is to communicate by expressing ideas, interest, needs, clearly and correctly in written form using language pattern have been learnt.

2.3.1 Notion of Coherence

Writing skill is naturally required certain characteristics called Unity and coherence. In order to be clear, Unity is that quality in writing which keeps to a single line of thought. It is really the attribute that makes a paragraph a paragraph. By definition a paragraph is a body of sentences written to support a single idea. In this sense a paragraph is a unit. Thus, unity is the quality of singleness in the content of paragraph. Then, coherence is the quality of binding together, the holding power, the attraction that one sentence holds for another so that the entire paragraph ties of a successful paragraph. Without these qualities, the paragraph fails. To be exact here is an example of the pharagraph which has coherence aspects:

Stamp collecting is an excellent hobby for many reasons. First, every young and old people can participate. Second, it is not expensive. Expensive equipment is not necessary. Third, because an interest in history and geography is important in stamp colleting. It can promote an international friendship. Stamp may be excganged with friends in order countries. Finally, time, patience and interest are the only requirements of this fascinating and educational hobby. It is probably the most widespread of all hobbies (Wishon, 1980).

1.4.Teaching of Writing

Writing is productive skill and Speaking active skills, both of them are important to learn (Widdowson, 1984:3). However, teaching writing is not similiar with teaching speaking because both of the writer are different. Brown (1987:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know

or to understand. While in relation of the teaching of foreign language, Lado (1959:125) states that simply the goal of teaching foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement.

Raines in Reid (1993:27) says that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language skills. A writing teacher should have known what problems, faced by the students along the process of writing. So he or she can search the appropriate way to overcome the writing problems in writing class.

Another important thing to consider is that the students should exercise themselves to practice their writing in order to become accustomed to writing correct recount text. In practicing their writing, they have to follow the steps to make their writing more effective. Besides, feedback or connection is one of the important things in the procedures of writing.

According to Edelsein and Pival (1988:11) in Elly, there are three steps of writing. These steps are used to make the writing more effective, they are:

1. Pre-writing refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas. To be clearer, composition should be done started from general the subject to restrict the subject, then in order to make the same ideas, it should be done by generating the ideas and organizing the ideas.
2. Writing the composition denotes to setting on the paper the ideas in her or his mind into words, sentences, paragraph, and so on. Such as, the teacher asked the students to make recount text by using past form.
3. Re-writing concerns with evaluating her or his writing, deals mainly with:

- a. Correcting the content and form. In order to know that all developing sentences could support the idea or not.
- b. Correcting the vocabularies, punctuation, and grammar. In order to know that all the vocabulary are used correctly or not. And in grammar aspect, all the sentences are written in the right of past tense or not.
- c. Correcting writing errors, word duplications and omission. In order to know that there are at least two right uses of transitional words and all the supporting sentences are written in spatia order.

There are some elements of witing skills that are needed in teaching writing such as grammar, sentence organization, vocabulary, and mechanic. These elements can not be separated from each other. Teacher needs to take them into account while teaching writing. In other words, teaching writing guides the students not only to write sentences but also to organize ideas in written form.

1.5.Teaching Recount Text

The goal of teaching a foreign language is the ability to use it and to be able to understand the speech and its native target culture in terms of their meaning as wel as their great ideas in achievement (Lado, 1959:125). It means that teaching a language is helping someone to learn how to use and understand the language being learnt.

In relation to teaching recount text writing, teacher should help students express anything in their mind about certain object or event into words and sentences. They should describe an object clearly in order to make the readers able to see the object in their minds as clear as possible.

To achieve this goal needs teachers' helps. Teacher can start to help the students by asking them to retell their holidays' experiences. They can start to tell the story by explaining it habits, parts, characteristics, quantities, qualities. For instance, the students have to retell their past experience, then they can begin explain where they go, what event they spend, etc. If the students are able to retell their experience clearly, the purpose of recount text automatically can be achieved easily.

1.6.Contextual Teaching and Learning

The majority of students in our schools are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time understanding academic concepts (such as math concepts) as they are commonly taught (that is, using an abstract, lecture method), 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.

Contextual Teaching and Learning (CTL) helps the teacher relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

CTL can begin with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems. Worthwhile problems that are relevant to students' families, school experiences, workplaces, and communities hold greater personal meaning for students.

For CTL to be effective, all strategies must be present in the teaching/learning experience. Implementation of CTL may not require drastic changes in practice for all educators. It may require enhancement of practice in one characteristic and not another. Continual use and reflection on CTL processes broadens and deepens educators' knowledge and ability to facilitate learning.

Similarly, implementation of CTL has ramifications for the school organization. According to some CTL advocates, "This approach differs from other ways to think about teaching and learning". Here, we are not attempting to raise achievement scores by teaching basic skills. Furthermore, a quiet, orderly classroom is not to be expected. Principals, school boards, parents, and other members of the community must support this approach to increase its probability of success" (Carr, M., et al., 1999, p.2). For CTL to be successful for all students, a school must value and support the approach. Newmann and Wehlage (1997) describe a system of support for authentic learning that has been adapted to describe supports for CTL.

Furthermore, according to Depdiknas in Flora (2004:1) there are seven elements of CTL, namely:

1. Constructivism

This element is the philosophical base of contextual approach that means the learners increase the knowledge little by little since the knowledge is not a set of facts, concepts, or rules that come accidentally. In this approach, the students are actively involved in learning process based on the previous knowledge (entry behavior). For instance, before going to the main topic of the material (recount text), teacher asks students about their past activities. From the student's answers, teacher can correlate to the material that will be discussed. The learner build their own understanding by a

becoming a part of teaching learning process. Therefore, the role of the teacher is only as a motivator or facilitator.

2. Inquiry

This particular component of CTL is the core in contextual teaching and learning activities. It is a cycling process of observing, questioning, analyzing and concluding. In other words it can be said that the students have chance to observe the phenomenon. They try to test what they have observed and finally make conclusion. (Flora : 2003)

3. Questioning

It is said that curiosity is the basic critical thinking of questioning. In contextual teaching and learning the questioning can be implemented between learner to learner, learner to teacher, teacher to teacher, learner to others who come to the class, and soon. But, questioning should not be dominated by teacher. Therefore, they can ask questions to their friends or teacher when they do not know about something. If the questioning happens, the teaching learning process will be alive and the students will be motivated in learning.

4. Learning Community

This 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. By sharing knowledge, the learners who know will tell others who do not know or the learners who do not will ask the learners who know. In other words, the students in the group will be involved in the activity.

5. Modeling

Modeling or giving example plays an important role in teaching learning process. It helps the students to understand the materials. The process of modeling requires the teacher or the students themselves to be the models at the classroom activities. It means that the teacher is not only the person who responsible in giving modeling.

6. Reflection

Naturally, reflection is the way of thinking about what has been done in the past. The students and the teacher review and respond the events, activities, and experiences they have done. And it occurs to enable the learners to make more responsibility to help themselves progress; the students think about what they have learn.

7. Authentic Assessment

This specific assessment aims at evaluating students' abilities "real world" context. It does not encourage rote learning and passive test taking. Instead, it focuses on students' analytical skill in the multiple form of assessment that reflects students' learning achievement on instructionally relevant classroom activities. It is used to describe student. (Suyanto:2002),

1.7. Teaching Recount Text Writing through Contextual Teaching and Learning

In teaching learning process of CTL, a teacher is expected to apply seven components of CTL. interrogatively. The material should be appropriately related to the students' real world situation. This is because in CTL 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.

In applying CTL, the teacher needs to motivate the students' ability in delivering the idea because the students' idea does not come directly in the students' mind. They should construct their own knowledge in their mind based on their prior knowledge. In this case, the teacher has to help them by building constructivism. It will help them to remind vocabulary that they ever have and to get the ideas in writing. In addition, in building constructivism, the teacher has also to support the students involved in learning activities. He or she has to design activity that leads to be able to get to inquiry. The steps of inquiry involve *observation*, *questioning*, *hypothesis*, *data gathering*, and *making conclusion*. Every step in inquiry process helps the students to develop their text easily because they find the information of thing by themselves.

The students are curious in something because they want to know about it. It is one of the benefits of questioning. By asking question, the students can find out new information especially about writing. Thus, in order to encourage the students to make question, the teacher should create or provide situation that can make them to have curiosity. If the situations happen, the teaching learning process will alive.

In order to make a good recount text, the students need some example from their teacher. The teacher must give examples of good recount text before he or she ask his students to write. For example, teacher explains the recount text should be arranged based on its generic structure that consists of three parts; they are orientation (introducing the characters, time, place), Event (to show the past event in the story), Reorientation (to close the story). After the teacher gave some example of good recount text, the students can reflect their text. Reflection can be said as a respond towards events, activities and the latest information. By doing such reflection, the students are able to think about what they have learned, what they have done and whether it is wrong or right in order to make their recount 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 task. In a group, they can share their ideas, information, and knowledge to the others. And the last, to get description of students improvement or ability in writing recount text, the teacher need to assess the students.

Assessment is important to measure the students' knowledge and skill (Dendiknas. 2002 in Elly). Therefore, the teacher needs an authentic assessment, which can be done during the process or after the process of teaching learning activities. He or she can assess the students based on their activities in the class. While at the end of the class, he or she can assess their writing results. Based on the assessment above, the teacher can get valid and accurate information about the student progress.

In conclusion, the seven components of CTL should be applied during teaching learning process of recount text writing since they are the core of CTL. They are the characteristics of CTL. They can be applied by the teacher in order or randomly.

2. 8. Relationship between Contextual Teaching and Learning and Students' Ability in Writing Recount Text

In Contextual Teaching and Learning (CTL) environment, the 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 and worksite. CTL encourages educators to design learning environment that incorporate many forms of experience to achieve the desired outcomes (Hull & Souders, 1996: 27).

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such away that it makes sense to them in their own

frames of reference (their own inner world of memory, experience, and response). This approach to learning and assumes that the mind naturally seeks meaning in context – that is, in relation to the person's current environment – and that is done so by searching for relationship that make sense and appear useful.

Writing is one of language skills in which the students learn how to get ideas and expresses the ideas in written form by applying grammar which is content structural of the tenses, vocabulary which is content of kind of words, mechanics and also organization. Contextual Teaching and Learning (CTL) is a technique in teaching and learning that relates subject matter content to real world situation and motivates students to make connection between knowledge and its application to their lives. Text is any meaningful stretch of language either oral or written in the form of word, clause, and sentence.

Building upon this understanding, the writers take writing especially in recount text as a subject to extend their craft to prepare more diverse students for work and life beyond schools. In conclusion, the writer assumes that there are any relationship between Contextual Teaching and Learning and this study. Because in CTL there are some aspect that can improve students' understanding in learning recount text writing. those aspect are Constructivism, Questioning, Learning Community, Modeling, Inquiry, Reflection, and Authentic Assessment. The writer is interested in this topic because of the consideration that is has been taught to the student since in junior high school. In writing, the teacher finds some difficulties in writing such kind of genre. The student cannot organize their writing into a good, coherent, fluent, and organized text. So that, the teacher must have strategy to make the student master genre in writing the second language should consider some aspects, such as the structure and organization.

The elements of contextual teaching and learning also support the teaching learning process in writing recount text. In pre writing activities, the students prove by the elements of constructivism, modelling, inquiry and questioning. This was because the writer apply CTL while teaching in pre activities. In the writing activities, the elements occurred in this stage were learning community, inquiry, self – reflection and authentic assesment. And in the last stage, that was re – writing stage, the elements that proved in this stage are inquiry, authentic assesment and reflection.

2.9 Procedure of Teaching Recount Text Writing Through Contextual Teaching and Learning

According to Edelstein and Pival (1988: 11) states there are three steps of writing. They are Pre-Writing, Writing, Re-Writing. Considering this statements finally the writer uses all the steps. The procedure of Teaching Recount Text Writing through Contextual Teaching and Learning (CTL) are presented as follows:

The material is presented like the followings:

My Holiday

Last two weeks, I spent my holiday. I went to my grandmother house. My grandmother lived in East Lampung. I went with my family. I met with my nephew and my cousin. We went to my grandmother house every year.

On the first day, my grandmother cooked my favorite food for me. I liked it very much. In the afternoon, I helped my grand father in the garden. He planted many kinds of vegetables. On the second day, my cousin invited me to join running competition. Unfortunately, I won the competition. It was great experience. On the third day, my family and I went back to our house.

We were enjoying our holiday in our grandmother house. Because there was very naturally place to enjoy.

1. Pre – Writing Activities

In this activity, the teacher needs to:

- a. Asks the student about their past experience, past even or about someone and something.

Example: T: Where did you go last holiday?

S: I went to my grandmother house.

- b. Gives an example from teachers' self related to the topic. The teacher tells her/his story which is entitled "My holiday".

- c. Asks the students what they know about recount text.

Example: T: Do you know what recount text is?

S: Recount text is telling about my experience.

T: Good, recount text tells about your past experience.

- d. Collects and concludes the students' answer. Teacher may write it on the board.

Example: T: I can conclude that Recount text is telling about our past experience.

- e. Explains about the generic structure, language features, and social function of the text.

Example: T: Let me explain about the generic structure, language features and the social function of recount text.

(Constructivism, modeling, inquiry, questioning are occurred in this five points).

2. Writing Activities

In this teaching learning phase, the teacher:

- a. Breaks the class into some groups and asks them to discuss and make a recount text based on the example that given by the teacher.
- b. After that, asks the students to make recount text individually based on their past experience.

Example: T: Please make a short story base on your past experience!

- c. Moves among the students to control their activities and help them if it was necessary.

Example: T: Is there any difficulties?

S: No, there is not.

(Learning community, inquiry, self – reflection, authentic assessment are occurred in these three points).

3. Re – Writing Activities

In the last activities, the teacher:

- a. Asks the students to check their friends' writing and correct it if there are some mistakes.

Example: T: Now, let us check your answer and you should checks your friends' writing.

S: Yes mam.

- b. Asks them to revise or rewrite their recount text writing to get the better result.

Example: T: You should rewrite it into a good recount text writing.

S: Yes mam.

- c. Collects the students' work.

- d. Asks them about what they have learned that day.

Example: T: What have we learn today?

S: We have learn about recount text.

(Inquiry, authentic assessment, reflection are occurred in these three points)

- e. Key Model

Here is the key model:

My Holiday

Last two weeks, I spent my holiday with my family. Firstly, I went to my grandmother house. My grandmother lived in East Lampung. I met with my nephew and my cousin. We went to my grandmother house last year.

On the first day, my grandmother cooked my favorite food for me, that is Gudeg. I liked it very much. In the afternoon, I helped my grand father in the garden. He planted many kinds of vegetables. On the second day, my cousin invited me to join running competition. Unfortunately, I won the competition. It was great experience. On the third day, my family and I went back to our house.

In short, we were enjoying our holiday in our grandmother house, because there was very naturally place to enjoy.

2.10 Advantages and Disadvantages of using Contextual Teaching and Learning in Teaching Recount Text Writing

The advantages and disadvantages of using CTL in teaching recount text writing are:

1. The Advantages are:

- a. CTL encourages students to become more effective and involve directly in the teaching and learning process. Because the teacher help the students to become active in the classroom.
- b. Tonic discussed in the material is related to the students' environment and their experiences. In here, the material is about their past experiences or events.
- c. The knowledge students get before can be reinforced.
- d. There are connection between knowledge that the students get and its application to their lives. Because CTL is a technique in teaching and learning that relates subject matter content to real world situation.
- e. Students are supposed to perform some activities that the model does. So, they can easily to learn the material.
- f. Students by themselves seek for some information and knowledge.
- g. Students are provoked in order to have curiosity in teaching learning process.
- h. Students are given a chance to discuss and share their ideas each other.

- i. Assessment is adapted with the material that the students have learned.
- j. Students can learn from their mistake that they do during teaching learning process.
- k. CTL helps students to remember the material that they have studied. Because during the learning process, the teacher construct the students' knowledge in order to make the students understand the material.

2. The Disadvantages are:

Here are the disadvantages that the researcher found when teaching in the classroom by applying CTL.

- a. Students imitate what teacher does. If the teacher makes mistakes, the students will do too. In this case, the students can not follow the teaching and learning process well, so that they just do what the teacher do.
- b. The class will be noisy since the students are supposed to be active in teaching learning process in a group. It is caused the students' curiosity in getting the knowledge.
- c. The teacher needs a lot of energy because she has to make class alive. She plays important role in the class activities.

Therefore, it can be seen that teaching by using CTL has more advantages than disadvantages. That is why the researcher applies the CTL as approach for teaching recount text writing.

2.11 Theoretical Assumption

Writing is putting down the ideas by using graphic symbols that represent a language. In the process of learning, the most important is how the students are able to write well. They need to practice writing frequently and also they have to know how to write well.

In writing there are five aspects of writing that students need to consider, they are content, organization or form, vocabulary, grammar and mechanism. A text can be said as good text if it includes the five aspects of writing. Contextual Teaching and Learning (CTL) is a method in teaching and learning enable help the teacher to relate subject matter content to real world situation and motivate students to make connection between knowledge and its application to their lives.

The writer assumes that CTL with its seven characteristics are able to guide the students to write recount text more easily because beside it helps them to organize their thoughts systematically. This also means that by using CTL the teacher can help the students to improve their writing ability.

2.12 Hypothesis

In reference to the theoretical assumption above, the hypothesis could accordingly be formulated as: CTL can improve students' ability in writing recount text through Contextual Teaching and Learning (CTL), especially in terms of coherence aspect.