

ABSTRACT

IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) AT THE SECOND YEAR OF STUDENTS IN SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

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Writing skills is the most complex language skill to master because writing skills involved knowledge of sentence structure, diction, organization of ideas. In accordance to SMA English learning stills are guided to imported information presented is the writing material. In contrast, SMA students skills find difficulty in understand writing materials.

This research was quantitative research based on experimental method. The research used control group pre test post test design. The objective of this research is to find out whether Contextual Teaching and Learning (CTL) improves student's recount text writing ability during teaching learning process in the classroom or not. The population and sample of this research were the second year students of SMA Muhammadiyah 2 Bandar Lampung. The class consisted of 31 students. The classes were determined randomly.

The students' scores of pre test in control class shows that 28 students (87.5%) whose sores are lower than 65 and only 3 students (9.6%) whose scores are higher than 65. Meanwhile, the students' score of pre test in exnerimental class shows that 23 students (75%) whose sores are lower than 65 and 8 students (25%) whose scores are higher than 65. In general, the result of the pre test in both of the classes were not satisfying since most of the students got score below 65, and only few students got score above 65.

The students' score of post test in the control class show that there were 23 students (74%) whose scores are lower than 65 and 8 students (26%) whose scores are higher than 65. Meanwhile. the students' scores of post test in the experimental class show that there were only 3 students (25 %) whose sores are lower than 65 and 28 students (75%) whose scores are higher than 65. It could be

inferred that the improvement in the experimental class was much bigger than the improvement in the control class.

The hypothesis analyses used the level significant (0.05). The computation showed that Z-Ratio (5.496) is much bigger than the Z-table (1.671). it can be concluded that there is improvement in the application of CTL toward students' ability in writing recount text. In other word, the hypothesis is accepted.