

II. FRAME OF THEORIES

2.1 Writing

Writing is a skill in which we express the ideas, feelings, and which are arranged in words, sentences and paragraphs using eyes, brain, and hand (Raimes 1983:76). This also means that writing is used for communication one's idea in written form to readers. In other words, the form of communication by using written language such as: words, sentences and punctuation so that the readers can understand the information.

Writing is a productive skill in the written form. Tarigan (1987:7) stated that writing is a language skill that is used for indirect communication. It means that the students can communicate their ideas and their thought to others through written form such as letter, message, or invitation for communication.

In addition, writing is a process of communication that uses conventional graphic system to convey a message to readers (Linderman, 1983:111). In writing, the students can express their ideas, thought, and facts. Thus, teacher must guide the students in learning writing carefully, because the students are creative in expressing their ideas, thoughts, experiences and feelings.

Macdonald & Macdonald (1996:1) in Erliska (2007) states specifically that writing process is a creative act of construction that seems to begin with nothing (blank page) and ends with coherent structures that expresses feelings, emotions, attitudes, prejudices and values (the full range of human experience).

Furthermore, Rivers Asih (2007:18) comments that the writing in a simple form may be just a narration, copying in its conventional graphic form something already written or reproducing in written form something which has been read or heard. In its most highly developed form, writing refers to conveying of information or expression of the original ideas in conclusive way in the new language. Therefore, writing is a productive skill. In the process of writing the students should use language structure and diction. Besides that, in writing we need much exercise and practice regularly.

2.2 Aspects of Writing

In writing process, the writer can be said successful if their writing contains some aspects of writing. According to Jacobs et al (1981:90) there are five aspects of writing as follows:

- a. Content refers to the substance of writing, the experience of the main idea (unity), groups of related statements that a writer presents as unit in developing a subject.
- b. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
- c. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas clearly and directly as he can. As a general rule, clarity should be his prime objective rather than skew it or blur it.
- d. Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in the words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
- e. Mechanics refers to the use graphic conventional of the language, i.e., the steps of arranging letter, words sentences, paragraph by using knowledge of structure and some others related to one another.

In addition, according to Harris (1979:68-89), the five aspects of writing include:

1. Content: the substance of the writing, the idea expressed (unity).
2. Grammar: the employment of grammatical forms and syntactic patterns.
3. Form: the organization of the content (coherence)
4. Vocabulary: the selection of word that suitable with the content.
5. Mechanic: the conventional devices used to clarify the meaning.

In this research, the concepts proposed by Harris are applied accordingly because these concepts are fairer in scoring each aspect of writing.

Writing skill is naturally required certain characteristics called unity and coherence. In writing, a good paragraph should be fulfilling topic sentences, supporting sentences, and concluding sentences in each its paragraph. A good paragraph also has two elements: unity and coherence. Then every sentence flows regularly. Furthermore, topic sentence has to be developed by supporting sentences in various structures so that the reader can understand the idea clearly. Without these qualities, the paragraph fails. The following example shows the case.

Rubber plays a vital part in modern's man life. Firstly, its versatile qualities, it can be used for a great number and variety of different products: tires, hose, surgeon's gloves, the soles and heels of shoes, conveyor belts, toys, rubber-base paint, paste and self-sealing fuel tanks, to mention only a few. Secondly, it adheres readily to other materials; it is resilient, impermeable to gases and waterproof. Furthermore, its properties may be modified to suit different purposes. It can be made to serve either as a conductor of electricity or a nonconductor, to wear out quickly or to resist abrasion. In conclusion, rubber can be processed so as to be elastic or inelastic; soft and foamy or hardy and tough.

The above paragraph may be classified as the following:

1. Topic Sentence

According to Oshima and Hogue (1990:6) topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The topic sentence is *"Rubber plays a vital part in modern's man life."*

2. Supporting Sentence

The supporting sentence develops the topic sentence. Oshima and Hogue (1990:13) state that one paragraph is finished if the topic sentence has been developed, hence the content of the paragraph is clear, the message can be comprehend and receive by the reader. This can be developed by giving reason, for example facts and quotations. The supporting sentences are:

"Firstly, its versatile qualities, it can be used for a great number and variety of different products: tires, hose, surgeon's gloves, the soles and heels of shoes, conveyor belts, toys, rubber-base paint, paste and self-sealing fuel tanks, to mention only a few. Secondly, it adheres readily to other materials; it is resilient, impermeable to gases and waterproof. Furthermore, its properties may be modified to suit different purposes. It can be made to serve either as a conductor of electricity or a nonconductor, to wear out quickly or to resist abrasion."

3. Concluding Sentence

Signals the end of the paragraph and leaves the reader with important points to remember. You must briefly summarize the main point of paragraph, make an interesting analogy or comparison and even suggestions for the reader. The concluding sentence is: *"In conclusion, rubber can be processed so as to be elastic or inelastic; soft and foamy or hardy and tough."*

4. Unity

It means each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate or develop that idea, it is irrelevant and should be omitted. The paragraph above has unity because only one main idea is discussed and the supporting sentences are directly related to the topic sentence.

5. Coherence

It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. Oshima and Hogue (1990:44) state that every paragraph must have coherence, which means the paragraph is easy to read and understand. The paragraph above also has coherence because (1) the supporting sentences are in some kinds of logical order, and (2) the ideas are connected by the use of appropriate transition signals. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as *"firstly", "secondly", "thirdly" and "conclusion"*

2.3 Teaching of Writing

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 to 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.

Raimes 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 problem in writing class.

In addition, Arropof (1989: 129) states that learning to write does not just learning to use orthographic symbol, but primarily how to select and organize experience according to certain purposes. It follows that teaching to write is different in every important way from

teaching to speak to teaching to use grammar. A purposeful selection and organization of experiences require active thought.

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

According to Edelsein and Pival (1988; 11) in Elly (2008; 21) 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.
- 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 or his writing, deals mainly with:
 - a. Correcting the content and form
 - b. Correcting the vocabularies, punctuation, and grammar.
 - c. Correcting writing errors, word duplications and omission.

In conclusion, teaching writing is an effort of the language teacher to build students' ability about writing using various media and techniques in the hope that it can stimulate their ideas to appear. In pre-writing, it requires us to choose what is our topic or information to be written in our writing, writing or drafting which require us to make use of the information we have gathered in the first step and to organize the information in sentences, and the last is re-writing which deals with the correction of what we have written in the draft in order to make our writing good and communicative. Teaching writing is not such an easy task; the teacher should be able to guide his or her students to pour out their ideas orderly in written form by

considering the elements of writing. Teaching writing also forces the teacher to be more creative in finding the teaching or effective material for writing class.

2.4 Text

Text is any meaningful stretch of language either oral or written in the form of word, clause, and sentence. Broadly, text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Derewianka (1992:17) said that text is any meaningful stretch of language- oral or written. Not all texts are the same. One factor, which accounts for differences in the text is the purpose for which the text is being used.

The focus of the research is in narrative text form. Narrative text referring to passage intended to entertain the reader about the tale story which is in past form and it deals with problematic events which lead to a crisis.

2.5 Narrative Text

A narrative text tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. In narrative text, the writer explains to others something that happened. Oshima says that narrative text describes a sequence of events or tells a story; in other words, narrative describes an experience. For example, fairy tales or personal experience of a particular incident which happened to a person.

According to Kytte (1974:38) narrative is a story telling which has correlation with an event or sequence of events. It has three important qualities: it tells an event, it generally describes events in chronological order, and makes it point. In addition, Barkley (2004:1) states narrative is a sequence of events leading to a climax. It can be inferred that climax is an important part of narrative. In addition, Narratives, as stories, should include these story

conventions: a plot, including setting and characters; a climax; and an ending. The generic structures of narrative text are:

- Orientation: introduces the participants (character, time, and place).
- Complication/Crisis: a crisis as a problem arises
- Resolution: a solution to the problem (for better or for worse/happy/sad)
- Coda/re-orientation: it is optional. There is moral value.

Beside generic structure, narrative text also has language features (lexicogrammatical features). The following are the language features of narrative text:

1. Focus on specific participants/individualized.
2. Use adjectives: describing characteristics
3. Expressing time: once, one day, in the beginning, soon.
4. Using simple past tense and direct speech.

Below is the example of a narrative text:

The Thirsty Crow

On a hot day, a thirsty crow flew over the field looking for water. For a long time, he could not find any. He felt very exhausted, almost giving up. Suddenly he saw water jug below him, he flew straight down to see if there was any water inside the jug. After that, the crow tried to push his head into the jug. However, he found the neck of the jug was too narrow. Then he tried to push the jug down for the water to flow out but he found that the jug was too heavy.

The crow thought hard for a while. Then looking around him, he saw some pebbles. He suddenly had a good idea. He started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Finally, it was high enough for the crow to drink. "It's working!" he said.

(Adopted from English text book from SMA Grade 2)

To be clearer, here is the example of narrative text that reflects the organization of narrative text:

The Thirsty Crow

Orientation:

On a hot day, a thirsty crow flew over the field looking for water. For a long time, he could not find any. He felt very exhausted, almost giving up. Suddenly he saw water jug below him, he flew straight down to see if there was any water inside the jug.

Complication:

After that the crow tried to push his head into the jug. However, he found the neck of the jug was too narrow. Then he tried to push the jug down for the water to flow out but he found that the jug was too heavy.

Resolution:

The crow thought hard for a while. Then looking around him, he saw some pebbles. He suddenly had a good idea. He started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Finally, it was high enough for the crow to drink. "It's working!" he said.

From the example and definition above, narrative text is a text telling sequence of events or experience in accordance time or chronological order and it actually contains at least one climax. In the text above, the text also consist of unity, because in the text each of paragraphs relate to the topic and controlling idea. Coherence, because in the text all the paragraphs are logically arranged and flow smoothly by using transitional signals such as *meanwhile, then, on the next day, after that, and finally* in order to make the ideas flow smoothly.

2.6 Contextual Teaching and Learning (CTL)

In describing what is meant by CTL, it is important to have an understanding of what terms, its roots, and what its key element are. Owens (2002) states that Contextual Teaching Learning is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in variety of in-school and out-of-school settings in order to solve simulated or real-world problems. This assumption clarifies that the knowledge on the material that the students got before could be reinforced in contextual teaching since the process of studying underlying the implementation of CTL gives many chances for students to construct their mind and relate material with their own real-life. In addition, the majority of the students are unable to make connections between what they are learning and how that knowledge will be used.

According to Legawa (2004) CTL is a learning process that involves learner-centered and learning in context. Context means a condition that influences students' lives in learning. Its goals are to improve students' learning result and to make practical materials related to the

school condition. Moreover, Ashuri (2003) in Martini (2006) stated that students would learn well if what he/she is learning closely related to what they have known and related to activities or events around him/her. Thus, the teaching learning process at schools should always involve students' real world and experience to make them aware of the benefits of their learning. There are seven elements underlying Contextual Teaching Learning (CTL) according to Depdiknas (2002) in Flora (2003):

1. Constructivism

It is claimed here that knowledge is not a set of facts or concepts of rules that come accidentally. Knowledge grow through exposure and the understanding becomes deeper and stronger if one tests it against new encounters. This means that in this stage students are actively involved learning process based on previous knowledge (entry behavior). They will to achieve goal based on their prior knowledge and use their own styles to achieve the goal (Flora: 2003)

2. Inquiry

Inquiry is the core in contextual based 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 find out something by themselves. In this process the students have chance to observe the phenomenon. They try to explain and describe the phenomenon being observed. Based on their observation, they try to test what they have observed and finally make conclusion. (Flora: 2003)

3. Questioning

In contextual teaching and learning the questioning should not be dominated by teacher. The teacher should provide or create situation that makes his student to have

curiosity. Curiosity leads automatically to a live teaching learning atmosphere because the students are supposed to ask questions either to the teacher or among friends. Questioning can be implemented between learner to learner, learner to teacher, and teacher to learner.

4. *Learning Community*

Learning community is a group of people who shares their knowledge in learning. The essence of learning community is that learning in group will give better result than learning alone since they can help other friends who have difficulties. Falsetti (1986) suggests that group should be of mixed abilities, so that beginning students can learn from more advanced ones.

5. *Modeling*

Contextual teaching and learning process requires the teacher or the students themselves to be the models at the classroom activities. It means that the teacher is not the only person who is responsible in giving the model or example. By listening or seeking the other in demonstrating how to do something, the learner will know and they can utilize it by themselves. For instance, if the teacher wants his students to write sentences in the past tense form correctly, he or she should demonstrate it first by writing the example of sentence in the past tense on the whiteboard, for example *Cinderella went to the party last night and she met the Prince there; The two of Cinderella step sisters came to the party and walked around the garden*, and then ask them to make the sentences.

6. *Reflection*

Reflection is a way of thinking about what we have learned or what we have done.

Self assessment (self reflection) occurs to enable learners to take more responsibility to help themselves progress; the students think 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 competence 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 the teaching learning process. During the teaching learning process, teacher can assess his/her students' activities in class by ticking names of students who are actively involved in the teaching learning process (such as answering questions, giving questions, and participating in group) in his/her data paper.

2.7 CTL in Relation to the Teaching of Writing

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. The material should be appropriately related to the students' real world situation.

In relation to teaching writing, Owens (2002) states that Contextual Teaching Learning is teaching that enables students to reinforce, expand, and apply their academic knowledge and

skills in variety of in-school and out-of-school settings in order to solve simulated or real-world problems. Writing skills requires mainly the ability to write effective sentence structure. The components of writing includes of content, grammar, sentence organization, vocabulary, and mechanic. Aart and Aart (1982:7) state that the network of relation between words of a sentence is called its structure. One of the factors that determine the structure of a sentence is the order in which the words are arranged or it called word order. The different order of the words entails a different in their structure and in their meaning. For instance, (1). *The lion is less dangerous in this cage* and (2). *The lion in this cage is less dangerous*. In sentence (2) *in this cage* now primarily combines with the lion whereas *less dangerous* relates to the combination the lion in this cage as a whole. The difference in meaning is that in (1) a particular lion (that the speaker has been talking about) is said to be *less dangerous in this cage* (than in other), but that in (2) *the lion in this cage is said to be less dangerous* (than other lions in other cage).

In conclusion, teacher must guide the students to be able to express their writing skill well. By seven elements of CTL, it helps teacher to lead the students to compose narrative text by seeing the five aspects of writing. For content, teacher can help students to generate their ideas, to express their feeling in written form. For the organization, the teacher helps the students to make well organized writing of content. In narrative text, the students are emphasized to write the composition by determining orientation, complication, resolution, and moral value as the generic structure of the text. Narrative text used simple past tense. Understanding of grammar enables students writing a narration in sequence events. To improve their grammar, the teacher can helps the students in constructing their writing in right grammatical pattern by using simple past tense, for example *Cinderella went to the party last night and she met the Prince*. **Vocabularies are needed for expressing the students'** ideas in writing the story or narrative text. The lack of vocabularies and the wrong choice of words are the difficulties for writing narrative text, for example *raced*, it should be

competition: "The rabbit ran approach the Turtle quickly" . it should be "The Rabbit ran very fast leaved the Turtle". And the last, for mechanism of writing teacher helps by correcting their mistake. The teacher revises the incorrect spelling, the using of capital letter in the wrong place and the punctuations as the sentences sign in the text.

2.8 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. in unitv. 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.

According to Susanti (2006:10) in Elly (2008:18) to express an idea about something in writing form is difficult. It 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 vocabularies that they ever have and to get ideas in writing. Besides building constructivism, the teacher has also to support the students involve in learning activities. He or she has to design activities that refer 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 texts 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 questions, the

teacher should create or provide situation that can make them to have curiosity. If this situation happens, the teaching learning process will alive.

In order to make a good narrative text, the students need some examples from their teacher. The teacher must give examples of good narrative text before he or she asks his students to write. For example, teacher explains that narrative text should be arranged based on its generic structure that consists of four parts; they are orientation, (introduces the characters, time, place), complication (there is a problem, resolution (how to solve the problem), and re-orientation (moral value). After the teacher gave some examples of good narrative 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 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 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 narrative text, the teacher needs 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 students' progress.

In conclusion, the seven components of CTL should be applied during teaching learning process of narrative 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.

2.9 Procedure of Teaching Narrative 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, and re-writing. Considering this statement, finally the writer uses all the steps. The procedures of teaching narrative text writing through Contextual Teaching and Learning (CTL) are presented as follows:

Pre-writing activities:

In this activity, the teacher:

1. Greets the students, e.g. T: *Good morning students!*

S: *Good morning Miss!*

2. Gave a brainstorming by:

- Asking the students what they know about Fable (constructivism), e.g., T:
What do you know about fable?

S: *Fable is a story about animal or animal and the human.*

- Concluding the definition of Fable and the relation to narrative text (modeling), e.g. ,

T: *Okey, it is clear now that fable is a story about animal or it can be a story between animal and the human.*

- Asking the students to mention some examples of Fable (questioning), e.g. ,
T: *Can you mention kinds of fables?*

S: *Of course, I can. Fables are like: Pak Tani and Monyet, Kelinci dan Buaya, Siput and Burung Gagak, Miss.*

Writing-activities:

In this teaching learning phase:

1. Teacher gave all the points about narrative text and the five aspects of writing. (modeling), e.g.,

T: Ok, let me tell you that narrative text tells a story in the past event. It has introduction, complication or problem, resolution and coda as the generic structure. The social function of narrative text is to entertain the reader about tale story. It is focus on the specific participants, used simple past tense form and expressing time like one day etc.

2. Breaks the class into groups of five students (learning community), e.g.,

T: Please, form a group. Each of groups consists of five students.

S: All right, Miss.

3. Teacher gave an example of Fable in written text (modeling)

The Thirsty Crow

On a hot day, a thirsty crow flew over the field looking for water. For a long time, he could not find any. He felt very exhausted, almost giving up. Suddenly he saw water jug below him, he flew straight down to see if there was any water inside the jug. The crow tried to push his head into the jug. Sadly, he found the neck of the jug was too narrow. Then he tried to push the jug down for the water to flow out but he found that the jug was too heavy.

The crow thought hard for a while. Then looking around him, he saw some pebbles. He suddenly had a good idea. He started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Soon, it was high enough for the crow to drink. "It's working!" he said.

4. Asked them to discuss the generic structure (orientation, complication, resolution, and re-orientation). (inquiry, learning community), e.g.,

T: Ok, now please discuss with your friends about the generic structure of the text.

S: Yes, Miss. We will do it.

Students' working:

The Thirsty Crow

Orientation:

On a hot day, a thirsty crow flew over the field looking for water. For a long time, he could not find any. He felt very exhausted, almost giving up. Suddenly he saw water jug below him, he flew straight down to see if there was any water inside the jug.

Complication:

After that the crow tried to push his head into the jug. However, he found the neck of the jug was too narrow. Then he tried to push the jug down for the water to flow out but he found that the jug was too heavy.

Resolution:

The crow thought hard for a while. Then looking around him, he saw some pebbles. He suddenly had a good idea. He started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Finally, it was high enough for the crow to drink. "It's working!" he said.

5. After that, teacher asked the students to sit back on their chair and then asked the students to compose narrative text individually with the topic about fable.

(assessment), e.g.,

T: Please sit back on your chairs. Now, you all are required to make narrative text. The topic is about Fable, whatever fable that you have known.

S: All right, Miss. We will do it.

6. Moves among the students to control their activities and help them if it is necessary, e.g.,

T: Is there any difficulties?

S: No, there is not, Miss.

Re-writing-activities:

In the last activities, the teacher:

10. Asked the students to check their friends' writing by using self assessment (questions for students' editing) that is given by the teacher. (Inquiry, questioning), e.g.,

T: Now, lets we check your answer and you should checks your friends' writing.

S: Yes, Miss.

11. Teacher asked the students to revise their narrative text writing to get the better result (inquiry), e.g.,

T: *You should rewrite it into a good narrative text writing.*

S: *Yes, Miss.*

12. Students submitted their revising to the teacher.

Finally, before ending the classroom activities, the teacher:

13. Asked the students what they have learned in those two days (reflection), e.g., T:

What have we learned today?

S: *We have learned about narrative text.*

14. Summarizes the material (reflection), e.g.,

T: *Well, that's all about narrative text. Today we have discussed about fable.*

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

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

➤ **The advantages are:**

- CTL encourages students become more effective and involve directly in the teaching learning process.
- There are connections between knowledge that students get and its application to their lives.
- Students by themselves seek for some information and knowledge.
- Students are given a chance to discuss and share their ideas each other.
- Assessment is adapted with the material that the students have learned
- Students can learn from their mistakes that they do during teaching learning process.
- Encourages students to learn from each other and together.

➤ **The disadvantages are:**

- Self-discovery will not occur if the whole students in one group consist of weak students.
- It forces the teacher to make special preparation before teaching in the class because the teacher needs appropriate kinds of media.
- It spends much time during the teaching learning process.

2.11 Theoretical Assumption

Writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. 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 mechanics. 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 that can help the teacher relates subject matter content to real world situation and motivates students to make connection between knowledge and its application to their lives.

The writer assumes that CTL with its seven characteristics enables the students to write narrative text more easily because beside it helps them to organize the events in chronological order. CTL is a good method to be used in teaching writing narrative text.

2.12 Hypotheses

Based on the theoretical assumption above, the writer formulates the hypothesis as follow:

- “In general, there is improvement of students’ ability in writing narrative text after they are taught by CTL”
- “Specifically, there is improvement of students’ ability in writing narrative text in term of content, grammar, form, vocabulary, and mechanic”