

THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING APPROACH AND ACHIEVEMENT MOTIVATION UPON STUDENTS' WRITING COMPETENCY FOR THE TENTH GRADE STUDENTS OF SMAN 1 KERUAK IN THE ACADEMIC YEAR 2012-2013

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Abstract

This research aims at investigating the effect of contextual teaching and learning approach and achievement motivation upon students' English writing competency. The population of this study was the students of grade ten in SMA Negeri 1 Keruak. The numbers of the population were 227 students, where 88 students were selected to be the sample. It was an experimental study of posttest-only control group with 2x2 factorial design in which the treatment lasted from October 2012 until December 2012. The data of students' writing competency in this study were analyzed using Two-way ANOVA and Tukey test, meanwhile the data collection were collected through achievement motivation questionnaire and writing competency test. The findings of the research are (1) students taught using contextual teaching and learning approach can significantly achieve better in writing than those taught by using conventional approach, (2) there is a significant interaction between contextual teaching and learning approach and achievement motivation upon students' writing competency, (3) for students with high achievement motivation, students' taught using contextual teaching and learning approach achieved significantly better than those who were taught using conventional approach, (4) for students' with low achievement motivation, there is a significant difference between the students who taught using contextual teaching and learning approach and those who taught using conventional approach.

Keywords: contextual teaching and learning approach, achievement motivation, and writing competency

INTRODUCTION

Based on the standard of content of the School Based Curriculum (KTSP), English teaching covers four skills. They are listening, speaking, reading and writing. The four skills become basic competences which belong to the action competence that supported by the discourse, linguistic, socio-cultural, and strategic competence which should be acquired by the students.

Writing is one of the language skills that must be taught at Senior High

Schools. The teaching of writing is aimed at enabling students to master the functional texts and monologue texts, paragraphs or essay in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking (Depdiknas, 2006). The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. English teaching for the tenth grade of

Senior High School, is limited on the monolog text of recount, narrative, procedure, descriptive, and news item which expected the students are able to write the monolog text correctly. The stated standard competency asked the students that they should be able to express the meaning of short functional essay in the genre of recount, narrative, procedure, descriptive, and news item in daily life .

In Indonesia as development country, the ability to write is increasingly important as the increasing role in both second and foreign language in education (Weigle, 2002). Interactions among people all over the world across languages were getting more essentials and need specific abilities to deal with. Hence, the ability to write second or even foreign language in educational field is reasoned to support the learner to achieve the global needs of those essentials abilities. Writing as a productive skill is an essential skill in language learning. Writing as a medium of communication helped people to convey meaning and enabled people to understand the content of the communicating messages successfully. By considering the importance of writing in language learning and the fact that English had great importance in daily interpersonal communication, teaching writing takes an important place to provide the students to be able to write well in English.

Writing is a thinking process. The process of thinking needs to get words out of our heads onto the paper. When we look at the printed text on paper, we "see" how it looks on the paper and how it begins clarifying ideas. The concept working out ideas on the paper shows how well-experienced writer, (Creswell 1994: 194), meanwhile Marhaeni (2010) stated that process of writing is creative, the process of writing is characterized by the insight of unique new ideas which is logically and uniquely arranged in writing. Since writing needs a thinking process, writing is often considered as the most difficult language skill to be learnt since its complexity makes it became difficult. Not only in the matter of linguistic ability,

writing also contained various cognitive and creativity process. In cognitive process of writing, it is viewed as a process of transaction between writer schemes which consisted of variety of information.

Furthermore, there are many reasons why writing is regarded difficult. According to Simpson (1998: 34), the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays. Besides, Richard and Renandya (2002: 303) state that the difficulty lies on how to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text.

In the recent, it is assumed that the students' of Senior High School to be seen faced a lot of difficulties in developing writing skills, which covers the five dimension of good English writing text. The difficulties are first, the students were difficult to comprehend the relevance of the topic with the substance of the task. Second, the students found the difficulties in organizing the arrangements and the expression of ideas of paragraph. Third, the students found the obstacle in using the effectiveness of sentences and grammar accuracy. Fourth, they found its difficult in involving the appropriateness of vocabulary, words and idioms, or the word's forms, and fifth they seem difficult in implementing the adherence of writing rules, the use of punctuation marks, and the appropriateness of spelling. The fact that the students were faced by a large amount of the difficulties, may lead them become poorly motivated and uninterested in English. As a result, there were a lot of students who were under the mastery learning of writing competency, involves the tenth grade students of SMA Negeri 1 Keruak.

The front line of teaching learning process is how teacher decide to accommodate the teaching approach in motivating students to learn. This is very important because the class would run

well or not and the students would understand or not depend on this process. In Indonesia the contextual teaching and learning approach to improve students writing competency is rarely used. It is assumed that learning process today still uses the conventional and or teacher-oriented approach where teachers only explaining the material and transfer their knowledge to their students actively meanwhile their students, continually get filled with various kinds of knowledge, which sometimes they do not understand.

To overcome this problem, teachers should find out available approach to enhance students' motivation to practice writing. All students are influenced by a need to achieve. So that why, motivation relates the students is very important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically (Keefe and Jenkins, 1993).

Meanwhile according to Cognitive Theory of Weiner, believes that the theory can explain how a person understands to succeed and failures experienced. Those with high achievement motivation is usually attributed its performance to internal factors. Success is attributed to high ability and effort, while failures were attributed to low effort. Conversely, those with low achievement motivation tend to attribute success to external factors, such as luck, while failure attributable to internal factors such as low ability.

Differences way of looking at success and failure may explain the differences in behavior. Those with high achievement motivation would choose the activities related to the achievement and more likely to withstand the failure compared with those with low achievement motivation, because they think the failure was a result of lack of effort. So they would increase efforts to achieve success.

Therefore, contextual teaching and learning approach can be considered as useful to be used in teaching English, especially in teaching writing. Contextual teaching and learning (CTL) emphasizes the students' involvement in whole

process to be able to seek out the material learned and relate the real life situation in order to motivate students to apply the knowledge or skill acquired in their life. Beside, it helps the teachers relate the 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.

Regarded the contextual teaching and learning approach, Nydam (2000, cited by Johnson, 2002 : 279) and Tribble (1996 : 67) stated that writing with context can make students able to develop analysis when they write a reasonable paragraph and make the readers give their expectation easier. In other words, if the students know what to write, what the reader expects from the text, and which parts of the language system that were relevant to the particular task in a given context, then they would be able to develop their analysis in writing a reasonable paragraph and have a good chance to write something.

Moreover, one of the teachers' roles in Contextual Teaching and Learning classroom is to motivate students to learn. The motivation given can be in the form of appraisal or reward. Teachers also create or facilitate students by designing " a supporting learning atmosphere " in the classroom. Learning , then, can be defined as a more or less permanent mental change that makes it possible for individuals to exhibit observable changes in their behavior. But psychologists have found it necessary to further quality this definition, because learning is not the only source of changes in mental states and in behavior. Such changes can also result from physical growth, or maturation. Maturation promotes persisting mental changes that can , for example, expand a person's range or attention. Thus, learning consists of changes that result not from physical growth, but from interaction between the person and the environment. (Jr. Wouldiam. D. Rohwer,1980).

According to Elaine B. Johnson (1997 : 16) Contextual teaching and

Learning, an instructional system, is based on the premise that meaning emerges from the relationship between content and its context. Context give meaning to content. The broader the context within which students are able to make connections, the more meaning content will hold for them. A great part of the teachers' job, then, is to provide context. The more students are able to connect their academic lessons to this context, the more meaning they will derive from the lessons. To discover meaning in knowledge and skills leads to mastery of knowledge and skills.

Furthermore she claimed that the heart of contextual teaching and learning is the connection that leads to meaning. When a young people connect the content of an academic subject with their own experiences, they discover meaning, and meaning gives them a reason for learning. Connecting learning to one's life makes studies come alive, and this connection is what Contextual teaching and learning is primarily about. In other words Contextual teaching and learning a system of instruction based on the philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork when they can connect new information with prior knowledge and their own experience. Contextual Teaching and Learning Approach is a system that stimulates the brain to weave patterns that express meaning. CTL is a brain-compatible system of instruction that generates meaning by linking academic content with the context of a students' daily life.

Research in the field of contextual teaching and learning approach was done by Intan Satriani et al., (2011) expounded that the use of contextual teaching and learning approach in writing provided six benefits. The benefits were engaging the students in writing activity, increasing students' motivation to participate actively in writing class, helping the students to construct their writing, helping students to solve their problems, providing ways for students to discuss or interact with their friends, and helping

students to summarize and reflect the lesson.

Another result of the research on contextual teaching and learning approach was done by Cahyani (2011) concluded that contextual teaching and learning approach can improve writing skills because the learning process is focused on students' need and meaningful learning experiences.

Meanwhile Ahmad Kholiqul Amin (2012) also conducted a research on A Learning Experimentation of Contextual Teaching and Learning Approach (CTL) by Incorporating the Elements of Quantum Learning (QL) Viewed from Students' Motivation. He exhibited that the research result can be concluded that the students with learning QL + CTL have better learning achievement than the students with CTL and or conventional, and the students with CTL have better achievement than those with conventional learning. Meanwhile, the students who have high motivation have better achievement than those who have medium and or low motivation, in the other sides , CTL + QL learning approach produces better performance than conventional learning, and CTL learning approach produces better performance than conventional learning. Taken from [http://www.google.co.id/search?q=CTL](http://www.google.co.id/search?q=CTL+QL+conventional+learning+approach&ie=utf-8) versus conventional approach&ie=utf.

In conclusion, the positive relation among student's motivation, contextual teaching and learning approach, and writing is that students' capability would carry on confidently and effectively if they posses a motive of achievement that they were able to do it so.

That's why, treating the students in contextual teaching and learning approach with the consideration of achievement motivation is predicted to signal a positive price to the development of students' writing ability. Thus, it is very interesting to investigate the effect of contextual teaching and learning approach, and students' achievement motivation on students' English writing competency.

The purposes of this study were first, to investigate the difference in students' English writing competency

between students who were taught by contextual teaching and learning approach and students who were taught by using conventional approach. Second, to investigate the interactional effect between the use of contextual teaching and learning approach with in achievement motivation in affecting writing competency. Third, for the students with high achievement motivation, to investigate the difference in writing competency between the students who taught by using contextual teaching and learning approach and the students who taught by using conventional approach. Fourth, for the students with low achievement motivation, to investigate the difference in writing competency between the students who taught by using contextual teaching and learning approach and the students who taught by using conventional approach.

research depends on an applied method. The design of this research was Experimental Design of post-test only control group (Gall, Gall, and Borg, 2003) which was designed to find out the significant difference of the students' writing competency for the students treated using contextual teaching and learning approach. Besides, it was designed to find out the interaction between the implementation of contextual teaching and learning approach and achievement motivation in learning English. So that, the research was not designed for the benefit of finding the students' writing competency improvement between the experimental and the control group.

Moreover, Franklen and Wallen (1993) states that this design involves two groups, both of which were formed by random assignment. One group receives the experimental treatment while other does not, or receives a different treatment. The arrangement of this research was 2 x 2 factorial arrangement which can be seen as follows.

METHOD

The function of the method takes a significant role in research activity, because the success or failure of a

Table :1 Research Design with 2 x 2 Factorial

<i>Teaching and Learning Approach (A)</i>	<i>Contextual Teaching and Learning Approach (A1) Experimental Group</i>	<i>Conventional Approach (A 2) ControlGroup</i>
<i>Achievement Motivation (B)</i>		
High (B1)	A1 B1	A2 B1
Low (B2)	A1 B2	A2 B2
Total	A1B1+A1B2	A2B1+A2B2

Remarks :

- A1 : The group of the students treated using contextual teaching and learning approach.
- A2 : The group of the students treated using conventional approach.
- B1 : The group of the students with high achievement motivation.
- B2 : The group of the students with low achievement motivation.
- A1B1 : The group of the students with high achievement motivation in learning English treated using contextual teaching and learning approach.
- A2B1 : The group of the students with high achievement motivation in learning English treated using conventional approach.

A1B2 : The group of the students with low achievement motivation in learning English treated using contextual teaching and learning approach.

A2B2 : The group of the students with low achievement motivation in learning English who were treated using conventional approach.

The population of this study was all of the tenth graders of SMAN 1 Keruak in the academic year of 2012 - 2013, which consist of 227 students. First, four homogeneity classes were taken as the class sample. Using a lottery, two experimental classes and two control classes were chosen randomly. 65 students of X-B and X-D were chosen as the sample of experimental group and, 64 students of X-A and X-C were chosen as the sample of control group. Second, a questionnaire of achievement motivation was administered to both experimental and control group. The students' score was calculated and organized in a series from the lowest to the highest for both experimental and control group. Then, 33% top range and 33% low range students of experimental and control groups were taken as the sample of the research. The result of this grouping revealed that there were 22 students were chosen for each category. The experimental groups were treated using contextual teaching and learning approach, while the control groups were treated using conventional approach.

There were 44 students in the experiment group which consist of 22 students with high achievement motivation and 22 students with low achievement motivation. On the other hand, there were 44 students in control group which consist of 22 students with high achievement motivation and 22 students with low achievement motivation. In order to obtain the intended data, several procedures have been conducted. Those steps were first, all instruments need during the experiment were prepared and consulted with several experts (the researchers' supervisors), then they were tried out to prove their validity and reliability. Second, two groups as sample were selected randomly by using lottery technique to determine the control group (CG) and experimental group(EG)

Third, both the control and experiment groups were given

questionnaire and they had answered the questionnaire in order to classify the students into the students having high and low achievement motivation in learning English. Two groups were treated differently. The experimental group were taught by using contextual teaching and learning approach and the control group were taught by using conventional approach. Fourth, the posttests was administered for each group and the score was obtained from the posttest had been subjected for further analysis. The analyses were conducted descriptively and inferentially by using two-way of ANOVA and Tukey test.

To collect the intended data, the researcher used several instruments that is classified into two kind of instruments, namely: data collection instruments and treatment instruments. The instrument of data collection were writing competency test (post test) and analytical scoring rubric, and achievement motivation questionnaires in studying English, while the treatment instruments were contextual teaching and learning checklist, teaching scenario, and teaching handout.

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