ChapterII
Contextual Teaching and Learning Approach to Teaching Writing

2.1 Definition of Contextual Teaching and Learning

Contextual Teaching and Learning has differently defined by many experts. Meanwhile, several attempts are made to define the meaning of CTL technique. In the process of searching the meaning of CTL, the writer has found several definitions about it from different resources.

Johnson (2002:25) defines CTL as follows:

> CTL is an educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.

In addition, Berns and Errickson stated (2001:3) that, Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to students' lives as family members, citizens, and workers and engage in the hard work that learning requires. Thus, CTL helps students connect the content students are learning to the life contexts in which that content could be used.

Students then find meaning in the learning process. As students strive to attain learning goals, students draw upon previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, students are able to use the acquired knowledge and skills in applicable contexts.

Meanwhile, The Washington Stated Consortium for Contextual Teaching and Learning, as Williams (1999:190) said, formulate the definition of CTL as follows:

> Contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of in-school and out-of school settings in order to solve the stimulated or real-world problems.

Based on the previous definitions, can be concluded that CTL is the way or the concept of teaching that helps teacher and students to relate subject matter to the real life situation and motivate students to connect and apply all aspect of learning into students' role in real life. When talking about context, most people said that context related to people's social life. In the classroom teaching, CTL means teacher should present the student real world inside the classroom.

Beside that in teaching learning process there are also many teachers who still teach by using conventional learning. There are the differences between CTL and conventional learning.

4.1. The Differences Between Contextual Teaching Learning and Conventional Learning. (Adapted from Zahorik (1995:14-22 as cited by Nurhadi, 2002:7)

Learning content	Contextual Learning	Conventional Learning
1	2	3
Learning Truth	a. The learning content always connects to the real life and it is gained from students' daily environment b. Attitude is developed by self consciousness c. Skill is improved based on students' understanding	a. Content of the subject material consist of concept and abstract theory without consider the benefit for students b. Attitude is developed by students' habit c. Skill is improved based on exercise

Learning Model	Students can switch their idea each other take and give information through group activities like group work, discussion, and group practicum.	Students do the learning activity individually, and the dominant activities are making note, memorizing, accepting teacher instruction.
Learning Activity	Students as the learning material by their self.	Students as the learning object just receive the information from the teacher.

2.2 The Principles of Contextual Teaching and Learning.

Contextual teaching and learning consists of some principles that must be conducted as the part of its application. There are seven principles of contextual teaching and learning that are useful to gain success in applying it (Wijarwadi, 2008:27).

1. Constructivism

From the history of contextual teaching and learning, constructivism is a theory that emphasizes the way how the students construct their own knowledge. It has five steps of learning. They are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge.

2. Inquiry

The principle shows how learning is conducted by including the process of discovery that needs critical thinking. In this case, knowledge as the part of learning does not get by considering a number of facts but also from stimulating learning that allows the students to find their own material in the real context.

3. Questioning

   Questioning is one of the parts in teaching learning process. The students' ask something because they want to know something that they do not know. They are curious to get the answer of their problem. That's why they ask to the teacher or others.

4. Learning Community

   Contextual teaching and learning is conducted in group because its purpose is wants the students to have sharing and discussing section without the intimacy of others. The other purpose is the students can help the others who need their help in positive way.

5. Modeling

   Modeling is derived from the word "model". Model means example. The component of modeling means the teacher gives example to the students if they find difficulties in real way. For example the English teacher gives the example to pronounce certain words.

6. Reflection

   Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past. In this case, the teacher can do about the information that acquired in the action.

7. Authentic Materials

It is important to have assessment for the teacher in order to check whether the students have learned the material or not. The assessment is done in authentic form in order to reduce the students do copy paste to the other friends' work.

2.3 Characteristics of Contextual Teaching and Learning

Johnson (2002:24) said that characteristics of CTL into eight important components as follows:

1. Making Meaningful Connection

The students can learn the materials that make sense to them because the materials itself are gained based on their real life context.

2. Doing Significant Work

The students could relate what the materials have gained in the school and also in the various contexts that still exist in real world.

3. Self-Regulated Learning

The purpose of self-regulated learning is to create the students to have learning regularly in order they can get the knowledge as much as possible. It is done because the role of the students in contextual teaching and learning is to find their own material when they are learning.

4. Collaborating

Collaborating is derived from the word "collaborate". It means that the characteristic of contextual teaching and learning is to do the group discussion, to have sharing session what they have known with the other friends.

5. Critical and Creative Thinking

It stresses on how the students can think critically if they find problem in order to gain the best solution. Besides, they can be creative when there is task that needs creativity.

6. Nurturing the Individual

It stresses that the students still need the help of the other such as from adult people who mostly have more experience than the young. So, the students should respect the adult people.

7. Reaching High Standard

By relating high standard as the characteristics of contextual teaching and learning, it can motivate the students to have more frequency of studying.

8. Using Authentic Assessment

The using of authentic assessment is useful in order to get the meaningful purposes.

These eight characteristics make CTL different from other methods. These Characteristics became the main components in applying CTL. CTL is also clearly seen that these eight characteristics ask the students for actively involving in classroom activity. Collaborating, nurturing the individual and creative and

critical Thinking ask the students to responsible for learning. The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for student's self. Once these eight characteristics applied in classroom will help both students and teacher in creating a good atmosphere where the learners have a great responsibility in achieving success in learning.

2.4 Improving Students' Writing Skill

The improving students' writing skill can be done if there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant; as a result, the students' knowledge and skill can be improved. In this study, CTL is an aid that uses to improve students' writing skill. Bram (1995: 62)

There are some factors that can influence students' writing skill:

1. Limited vocabulary

2. Difficulty in organizing to write about something

3. No motivation to write

4. Lack of confidence in grammar

Those are the problems that mostly faced by students in writing. As a teacher, it is important to help the students when students get problem. When teacher can play teacher's role, and using CTL technique the students will be helped in students' writing. The improvement of students' ability in writing skill can be seen by look at the differences or raising the students' ability in those factors.

2.5 The Definition, Structure and Language Feature of Descriptive Text

Descriptive text helps the teacher to create context in which the language is useful and meaningful. The learners who to take part and in order to do so must understand what the topic meaning and they must write in order to describe students' point of view or give information about the topic based on given instruction is descriptive text.

According to Kane (2000: 352), Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kids of perception. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing, based on our experience and senses.

1. The Generic Structure of Descriptive Text

   Descriptive text has structure as below:

- Identification; identifying the phenomenon to be described.

- Description; describing the phenomenon in parts, qualities, or/and characteristics.

2. The Language Feature of Descriptive Text

- Using attributive and identifying process.

- Using adjective and classifiers in nominal group.

- Using simple present tense