Chapter II
The Implementation of Contextual Teaching and Learning Method in Writing Exposition Text Class

This chapter uncovers the theories related to this study. There are several theories provided in this chapter such as definition of approach, method and technique, the theory of contextual teaching and learning method, theory of writing and theory of analytical exposition text. Each of the theory accordance with the title of this research "The Implementation of Contextual Teaching and Learning Method in Writing Analytical Exposition Text Class".

2.1 The Definition of Approach, Method and Technique

The following terms are the definitions of approach, method and technique based on Brown (2001):

a. Approach

Approach is theoretically well-informed position and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. In the other word, Pennycook (1989) explained that approach is a theory of language and of language learning. Therefore, it could be define that approach is a theory for learning language.

b. Method

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and student roles and behaviours and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. There are almost always thought of as being broadly applicable to a variety of audiences in a variety of context. Cited from Richards and Rodgers (1982) claimed that method is a prescriptive concept that articulates a positivist, progressivist, and patriarchal understanding of teaching and plays an important role in maintaining inequities between, on the one hand, predominantly male academics and, on the other, female teachers and language classrooms on the international power periphery. From the the various definitions, it could be concluded that method is the way the teaching process set the activities in the class relate to the subject matter.

c. Technique

Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Brown (2002) allso added that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well. Therefore, it could be concluded that techinque is a combination between approach and method in which learning subject matter.

2.2 Definition of Contextual Teaching and Learning method

Marpaung (2017) mentioned that contextual teaching and learning method makes students involved in meaningful learning in which it is expected to be able to help them relate between knowledge and the real world situation. Contextual teaching and learning method is the strategy that works together to connect the content of knowledge with the context of application. This is because the process information and their motivation for learning are not touched by traditional approaches of classroom teaching.

Further, Suyanto in Marpaung (2017) mentioned that some definitions about CTL as follows:

1) The CTL system is an educational process the aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives that is, with the context of their personal, social, and cultural circumstances.

2) CTL is teaching and learning process where its materials and activity has a close relationship with the real students' lives.

3) CTL is learning and teaching that has situation and specific content and gives students opportunity to solve the problem, with the real and authentic exercise and task.

4) CTL is a method of teaching and learning that relates materials and classroom activities to real situation and actual experiences focusing on the learning process leading to creatively, critically thinking, and problem solving, analyzing and being able to apply their knowledge in their daily lives.

Beside that, Nur in Marpaung (2017) stated that the stressing of contextual teaching and learning is on the way of thinking, knowledge transfer, cross-discipline, collecting, analyzing, and synthesizing data and information from various resources and opinions. Although, all the definitions above are differently worded, they have the same concept. Moreover, from the explanations above Marpaung (2017) concluded that 'CTL' method makes the students involved in meaningful learning in which it can help them relate knowledge and the real world situation.

From the various explanations about 'CTL' method it could be concluded that 'CTL' method is a method which can link the subject matter with the learners' daily basis. 'CTL' method is also a method which could make the learners realize to connect the knowledge with their experiences, then the knowledge will stay much longer than only memorizing.

2.3 The Reasons of Using Contextual Teaching and Learning Method

According to Surdin (2018) claimed that learning CTL (contextual teaching and learning) model has advantages such as: (1) learning becomes more meaningful and real, meaning that students are required to be able to capture the relationship between the learning experience in school and real life; (2) learning is more productive and able to cultivate the strengthening of the concept to the students because the contextual teaching and learning model embraces the flow of constructivism, which assumes the students can find and build their own knowledge.

The weakness of contextual teaching and learning model is the teacher must be able to manage the learning as well as possible so that the learning objectives that have been set can be achieved maximally.

2.4 Prodecures of Learning Based on 'CTL' Method

To teach the students more effective the writer use its procedures of learning. It will make the students easier to understand the knowledge. Cited on Muchtar (2017) claimed that contextual approach is based on the ideas of learning as follows:

a. Learning process

1. Learning is not just memorizing. Students must construct knowledge in their minds.

2. Learners learn from experience, and then note the meaningful patterns of new knowledge.

3. Experts agree that one's knowledge is organized and reflects a deep understanding of a problem.

4. Knowledge can not be separated into separate facts or propositions, but reflects the skills that can be applied.

5. Humans have different levels in responding new situations.

6. Learners need to get used to solve problems, find something useful for him, and wrestle with ideas.

7. Learning process can change the structure of the brain. Changes in brain structure goes along with the development of knowledge and skill organization.

b. Transfer of knowledge

Students learn from experiencing, not from:

1. Someone's gift.

2. Skills and knowledge are gradually extended from a limited Context.

3. It is necessary for students to know why they study and how they use those knowledge and skills.

c. Learning environment

1. Effective learning starts from a student-centered learning environment.

2. Teaching should focus on how learners use their new knowledge. Learning strategy is more important than result.

3. Feedback is very important for learners, derived from a correct assessment process.

4. Creating a learning community in the form of teamwork is important.

The procedures of learning based on 'CTL' method makes students be able to understand the subject matter. First, students need to experiencing about the matter, after that if they find the issue about the matter, they should find the solution by thinking the smart ideas. Also, the students need to increase their knowledge and skills by discussing the ideas and giving opinion about it. Finally, the students have to know well about what they have relate to the topic and their environment.

2.5 Strategies of Teaching by Using Contextual Teaching and Learning (CTL) method

Blanchard in Marpaung (2017) proposed that the strategies of CTL: emphasize problem solving, recognize the need of teaching and learning, monitor or direct learner learning, encourage students to learn from each other and together, employ authentic assessment. According to the method, it has some strategies of teaching such as explanations below.

2.5.1 The Strategies of Teaching by Using Contextual Teaching and Learning method

In addition, Crawford in Satriani & Emilia (2012) proposed that there are some strategies that teachers use in the classroom to implement of 'CTL' or contextual approach, the five strategies as follows:

1. Relating

Relating is the most powerful element in contextual teaching strategy. It also suggests that students' learning in the context of one's life experiences or pre-existing knowledge. In relating, teachers link a new concept to something completely unknown to students.

2. Experiencing

In contextual approach, one strategy relates to another. The previous statement appears to indicate that relating connects new information to life experiences or prior knowledge that students bring to the classroom. Teachers are able to overcome this obstacle and help students construct new knowledge with hand-on experiences that occur inside the classroom. This strategy is called experiencing. In experiencing, students are learning by doing through exploration, discovery, and invention.

3. Applying

Applying strategy can be defined as learning by putting the concepts to use. Clearly, students can implement the concepts when they are engaged in hands on problem solving activities. Teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises. Relating and experiencing are strategies for developing insight, felt meaning, and understanding. Applying is a contextual teaching and learning strategy that develops a deeper sense of meaning.

4. Cooperating

Pintrich & Schun in Satriani & Emilia (2012) mentioned that students are not able to make significant progress in a class when they work individually. On the other hand, students are working in small groups can handle that complex problem with little outside help. Also Crawford in Satriani & Emilia (2012) described that teachers are using student-led groups to complete exercises or hands-on activities are using the strategy of cooperating. This strategy refers to learning in the context of sharing, responding, and communicating with other learners. Most students feel less self-conscious and can ask questions without feeling embarrassed, when they work with peers in a small group discussion. Another fact of cooperative learning is that it can be counterproductive. For example, some students may not participate in the group processes at all, while others may dominate and the group members may refuse to accept or share responsibility for the group's work.

According to Johnson and Johnson in Satriani & Emilia (2012), elaborated that who are the leading researchers in cooperative learning, have established guidelines to help teachers avoid those negative conditions and create environments where students may be expected to learn concepts at a deeper level of understanding.

The guidelines are divided into five points: structuring positive interdependence within students learning groups; having students interact while completing assignments and ensuring that the interactions are on-task; holding all students individually accountable for completing assignments and not letting them rely overly on the work of others; having students learn to use interpersonal and small group skills; and ensuring that learning groups discuss how well the group functions.

5. **Transferring**

According to Crawford in Satriani & Emilia (2012) stated that in traditional classroom, students' roles are to memorize the facts and practice the procedures by working skill drill exercises and word problems. In contrast, in a contextual or constructivist classroom, the teachers' role is expanded to include creating a variety of learning experiences with a focus on understanding rather than memorization. Transferring is a teaching strategy that we define as using knowledge in a new context or novel situation—one that has not been covered in class.

Meanwhile, Muchtar (2017) explained that the characteristics of contextual teaching and learning method. The characteristics as follows:

1. Establishing a meaningful relationship
2. Performing significant activities
3. Self-study

4. Mutual cooperation

5. Critical and refective thinking

6. Nurturing student's personality

7. Achieving a high standard

8. Using authentic assessmenta

The strategies of teaching based on 'CTL' method will make students can gain their own ideas or knowledge and exploring the ideas or knowledge based on their experience. It can be seen by teaching-learning process in the class. Also, the progress will can see through their assignment and the way they solve the issue relate to the topic.

2.6 Writing Skill

Aydoğan (2014) explained that writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Meanwhile, Meiranti (2012) added that many students said that writing is difficult but if there are appropriate methods, interesting teaching technique and actual material writing can be an easy and enjoyable activity for them. Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes.

It could be said that writing is another way to communicate. Eventhough, it is not that easy but writing could be help people to keep communication through written form. Using certain method and techniques will make the writing process more easy.

Otherwise, Brown in Meiranti (2012) claimed that writing is a thinking process. Furthermore, he stated that writing can be planned and given with an unlimited number of revisions before its release. In this writing activity students are required to master grammar, vocabulary and punctuation. Besides that, Harmer in Meiranti (2012), mentioned that the students are expected to be able to present their ideas and feeling in the written form.

Wrting is skill which require rules to set. For example, if the students write the text in English make sure they aware how to write the text by following the tenses, punctuation and grammar. Likewise, writing can help the students to increase their ability of arranging the content more coherent and being able to explore their ideas through written form.

Cited on Ramadhani & Lestiono (2015) elaborated that one of the roles of writing skill is giving tremendous contributions in education because writings will become permanent documents that can be accessed now or in the future. Due to the fact, some people have difficulties in writing because it is different from speaking in terms of the complexity of the writing process and interrelationship of its components. Starting the paragraph, considering in the diction as well as grammar, developing the idea which must be relevant, and also having the communication in written texts are the complicated things that will be faced by the writer.

In addition, Iskandarwassid & Sunendar in Indriyanti & Prasetyo (2018) added that writing skill is the most difficult skill out of other three skills for the students. Writing is an indirect communication form that needs deep thinking process. Writing skill is an inseparable part of the whole learning process that the students experience during their study at school. Writing requires skills; thus, it needs a continuous practice. Then, Santrock in Indriyanti & Prasetyo (2018) mentioned that a good writer takes many years and a lot of practices. Children must be given an extra room to write since their linguistic, cognitive skills and writing ones as well will be improved by giving them a proper teaching. Developing writing skill can be done gradually. The longer time it takes to develop the skill, the better skill the students might get in applying for correct grammar and sentence order. Thus, Tarigan in Indriyanti & Prasetyo (2018) explained that writing is a linguistic competence that is used to communicate directly or indirectly. It is inseparable activity from the whole learning process the students experience at school.

Writing is a productive skill which is one of the hard skill. Therefore, to the students who want to mastery this skill they need a lot of practice bacause writing skill is a skill which require such as thinking process, experience, and components of writing itself.

2.7 The Importance of Writing

Barras in Setiadi (2014) explained that the idea that learning writing is a need for students is agreeable. There are some reasons that make the ability of writing important as what says:

1. **Writing helps to remember**

   Writing is an aid to remembering. By taking notes, people can make information safe and semi-permanent or even permanent, therefore they can access the information anytime without being afraid of being lost.

2. **Writing helps to think**

   Writing could be an aid to thinking. People can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could come anytime.

3. **Writing helps to communicate**

   In the past, writing was the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephone, radio, internet, etc.) that make it possible to communicate orally with people in distance, the importance of writing is still there. There is a limit in which the use of such devices is impossible, particularly when two people communicating are removed, not only, by distance, but also by time.

   Writing is important, therefore it could help in the way of communication. Also, writing could make the information safe and increase the literacy level.

2.8 Process Writing Approach

Nabhan (2016) claimed that English as Foreign Language (EFL) classroom, process writing has dominated the teaching writing. Process writing approaches involve some steps of activities. There are several authors dealing with this approach. Although, Coffin in Nabhan (2016) explained that writing process includes eight different stages. They are pre-writing, planning, drafting, reflecting, peer or tutor reviewing, revising, and editing/proofreading. The following diagram shows the stages of process writing approach.

Further, Coffin in Nabhan (2016) elaborated that the stages of writing process as follows:

1. **Prewriting**

    Prewriting is to find the ideas, collect information, and organize the thoughts. Prewriting strategies include brainstorming, free-writing and journal writing. After that, the next stage is that the students begin to organize by mind mapping, clustering, and branching.

2. **Drafting**

    In drafting, students develop the meaning using ideas in pre-writing strategies, narrow down the broad focus, and remove or add information.

3. Peer review

In this stage, students seek and respond to others while a text is under development. Peer review can be in the form of oral or written comment by peers using guidelines from the teacher.

4. Reflection

It means that letting the piece of writing sit for a while before coming back to it with fresh mind. Reflection time allows the students to see the gaps in the writing task.

5. Editing and proofreading

Students should attend with the mechanic of writing, including formatting and language accuracy. The final stages include polishing the text.

By following the process of writing, the students will be spared from the failure. The fact that by following these process students will more easy to write and conrern about what they do. Also, the preocess of writing help the students to fix everything relate to the contex.

2.9 Macro and Micro Skills of Writing

According to Brown (2004) there are two skills of writing such as macro skill of writing and micro skill of writing. The following terms are the explanation of both of macro skill of writing and micro skill of writing:

2.9.1 Macro Skill of Writing

According to Brown (2004), macro-skills are pointed to responsive and extensive writing. Described as follows:

1. Using the clear and accurate forms and rules of written discourse;

2. Accomplishing appropriately the communicative functions of various texts according to the form and purpose;

3. Conveying links and connections to organize every item such as topic sentence, supporting sentences, new information, given information, generalization, and exemplification;

4. Differing between literal and implied meanings when composing;

5. Delivering appropriately culturally specific sources in the context of the written text; and

6. Developing and using writing strategies, such as accurately assessing the reader's interpretation, starting pre-writing devices with emphasizing fluency on the first draft, using paraphrases and similar words, requiring peer and teacher feedback, and implementing feedback for revising and editing.

Based on definotions above it could be concluded that macro writing is a part of writing skill in which arrange the sytematical of written form. Macro skill of writing will make the whole package of text keep coherence of each paragraph.

2.9.2 Micro Skill of Writing

According to Brown (2004); elaborated that micro-skills refer to specific terms or patterns of writing work. Described as follows:

1. Producing graphemes and orthographic English forms;

2. Producing composing works at an efficient rate of speed to match the goal;

3. Producing an acceptable core of words and use appropriate word order patterns;

4. Using acceptable structural forms (e.g. tense, agreement, pluralization), sentence patterns and rules;

5. Expressing a certain meaning in diverse grammatical patterns; and using cohesive devices in written language.

Based on the definions above, it could be concluded that micro skill of writing is skill of writing to concern of making the sentences accordance with the rules of language such as tenses, pattern and grammar.

2.10 Analytical Exposition Text

Emilia & Christe; Gerot & Wignell; Humphrey, Droga, & Feez; Martin in Yuliana & Gandana (2018) explained that in SFL (systemic functional linguistics) tradition, persuasive writings can manifest in three kinds of genres: (1) analytical exposition, (2) hortatory exposition, and (3) discussion – also known as argumentative text.

In this way, analytical exposition differs from hortatory exposition in that the former is only concerned with presenting an argument or point of view without requiring the readers to do something. Next, Emilia & Christe; Martin in Yuliana & Gandana (2018), explained that analytical exposition is also different from discussion as the latter argues for a case by presenting two or more viewpoints. In short, analytical exposition is a kind of persuasive writing that persuades its audience about the validity of an argument using one-sided perspective. While, Irwan & Syafei (2018) mentioned that they are two experts Dahler and Toruan stated that the purpose of analytical exposition text is to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case. It could be concluded that analytical exposition text is one of the kinds of writing genres which require evidence to strengthen the arguments.

Gerot and Wignell in Amalia & Susbiyanto (2016) also explained that the generic structures of analytical exposition is organized in three stages:

1) Thesis

   Thesis consists of position and preview. Position introduces topic and indicates writer's position. On the other hand, preview is the outlines the main arguments to be presented.

2) Arguments

   This stage consists of point and elaboration. Point restates main argument outlined in preview and elaboration develops and supports each point.

3) Reiteration

   Reiteration is to restate writer's position.

Additionally, Gerot and Wignell in Amalia & Susbiyanto (2016), the lexico grammatical features of analytical exposition are:

1) Focus on generic human and non-human participants (car, pollution)

2) Use of simple present tense (do, say, think)

3) Use of relational processes (it is important)

4) Use of internal conjunction to stage argument(firstly., secondly.., next.., finally...)

5) Use the causal and contrastive conjunction(the cause of an event.., because.., but.., nevertheless)