

**IMPROVING STUDENTS' ABILITY IN WRITING ARGUMENTATIVE  
TEXT THROUGH CONTEXTUAL TEACHING AND LEARNING**

**PROPOSAL**

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## ABSTRACT

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The study was aimed to find out the improvement of students' ability in writing argumentative text. This study applied classroom action research design. It was done through planning, action, observation, and reflection. The location of the research was SMA Swasta Rahmat Islamiyah Medan Jl. Bakti No.25 Medan. The subject of this research was the eleventh grade students which consisted of 18 students. Based on the writing argumentative text score, students' score keep improving in every test. In the pre-test the mean score was 58,89%, in the first cycle test the mean score was 73,06% and the second cycle the mean score was 85,56%. The improvement also can be seen from the percentage of the students' writing argumentative text, in pre-test 22,22% students' got point more than 70. In the first cycle test 72,22% students' got point more than 70, in the second cycle test 100% students got point more than 70. It means that teaching writing argumentative text through contextual teaching and learning model can improved the students' ability in writing argumentative text.

**Key Words: Contextual Teaching and Learning Model, Writing, Argumentative Text.**

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# CHAPTER 1

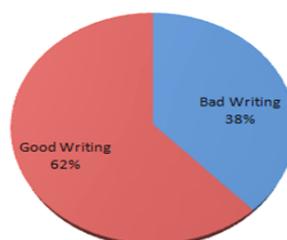
## INTRODUCTION

### A. The Background of the Study

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities (Harmer, 2004:33). That learns of writing can help the students to can transfer their ideas and information in the paper with the good sentences.

Based on the researcher's experience on PPL most of the students in SMA Swasta Yayasan Perguruan Rahmat Islamiyah Medan in academic year 2016/2017, the students still have a low ability in making argumentative text, especially in XI IPA-A that consisted 18 students have some problems in learning. The second problem was familiar to the students was the students lack of vocabulary. The last problem was there were many teachers who are found still used conventional method in teaching learning activity.

The researcher then did a test to the students to be able to determine the percentage of students' ability in writing argumentative text. In this test, the researcher asked the students to make argumentative text. The score will be presented on the chart.



**Chart 1.1**

## **Students' Score in Writing Argumentative Text**

From the Chart 1.1, it was found that only 38% of 18 students who taking the test had a good writing argumentative text.

Therefore, the researcher provided a solution to the students who were still facing a lot of problems in writing, that was by used Contextual Teaching and Learning (CTL) model. Contextual Teaching and Learning is enables students to connect the content of academic subject with the immediate context of their daily lives to discover meaning (Johnson, 2002). Contextual Teaching and Learning (CTL) is defined as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way. It means that during the teaching and learning process, teacher relates the materials with the real life situation. CTL principles can facilitate students' to comprehend instructional subjects and develop creative in the form of writing and make a link between academic subject and real world context. Context in this manner is related to existing experience, personal life spans, societal problems, and their milieu, the students will not have some problems in writing anymore, especially in writing argumentative text. That is why the researcher gives the title "Improving Students' Ability in Writing Argumentative Text Through Contextual Teaching and Learning.

### **B. Identification of the Problems**

Based on the background, the problems of this study were identified concluded as follows:

1. The students in SMA Swasta Yayasan Perguruan Rahmat Islamiyah Medan were weak in grammar.
2. The students in SMA Swasta Yayasan Perguruan Rahmat Islamiyah Medan lack of vocabulary.
3. The students in SMA Swasta Yayasan Perguruan Rahmat Islamiyah Medan still used a conventional method in teaching learning activity.

### **C. The Scope and Limitation**

The scope of this research focused in writing and limited on writing argumentative text.

### **D. The Formulation of the Problem**

Based on identification of the problems previously, this study was formulated as follow:

1. Is there any improvement of students' ability in writing argumentative text through Contextual Teaching and Learning model?
2. How is the improvement of the students' ability in writing argumentative text through Contextual Teaching and Learning model?

### **E. The Objectives of the Study**

The objectives of this researcher as follow:

1. To investigate the improvement of students' ability in in writing argumentative text through Contextual Teaching and Learning model.

2. To investigate the improvement of students' ability in writing argumentative text through Contextual Teaching and Learning model.

## **F. The Significance of the Study**

Hopefully the findings of this research was useful theoretically and practically.

### **1. Theoretically**

Those will be as the reference in enlarging the readers' knowledge or experience about writing argumentative text and the way of teaching it by using Contextual Teaching and Learning model.

### **2. Practically**

The results of the study will be expected to be useful for:

- a. The teacher: after knowing effectiveness in teaching writing argumentative text through contextual teaching and learning model, the teacher can implement this model when they are teaching writing argumentative text.
- b. The students: in writing argumentative text and apply contextual teaching and learning model to improve their writing skills.
- c. The other researcher

To add as the information fo further research in writing argumentative text.

## **CHAPTER II**

### **RIVIEW OF LITERATURE**

#### **A. Theoritical Framework**

The basic concept of the study should be made clear from the start. This will be considered important to understand text. The concept would prevent the possible of misunderstand between the writer and the reader. In other word, the following will be considered to be important to discuss for clarifying the concept used or being discussed so that the reader would get the point clearly. There will be many points to discuss in this chapter as follows:

#### **1. Writing**

Writing as one of four language skills is very important in learning language. Writing activity has given an important contribution to human life. According to Harmer (2011: 4), writing is used for a wide variety of purposes it is produced in many different forms. It can be seen in people daily life activities when they need to write memos, letters, notes, brochure, articles, application letter, and many others. Lado (1980: 37) says writing is the stage in which the writer produced a rough draft of the writer produces a rough draft of the paper. The researcher should concentrate on actually writing the idea; the researcher should not be concerned with such matters finding exactly the right the word. The purpose of writingis to communicate to a particular audience. In order to

communicates successfully to an audience, understanding the purpose for writing will make you a better writer.

### **1.1. Processes of Writing**

According to (Kapka & Oberman: 2001), there are five stages of the writing process as follows: (a) prewriting is a planning stage for writing, teachers might help students who have difficulty of determining a topic using various strategies such as, graphical editing, free writing, and associative writing, (b) drafting in the draft stage, students are expected to put the arrangement they did in the planning stage on the page. In this stage, spelling rules for the written text are ignored, (c) revising is the rearrangement and fine tuning of a fully developed, if not totally completed draft so that the thesis or hypothesis is aligned with the writer's purpose. The development of the argument and its persuasive conclusion, and the audience's needs and characteristics, (d) editing up until this stage the focus is of the content. In this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability, and (e) publishing is the last stage of the writing process. In this stages, the students share the text they have written with the readers they determined in the prewriting stage. What is important here is that teacher makes writing meaningful for students. It is important for students to learn the writing process. Because the writing process is a tool used to enable students to efficiently express their feelings, thoughts, and knowledge.

## **1.2. The Criteria of Good Writing**

According to (Steve Peha: 2003), there are six the criteria of good writing as follows: (a) ideas that are interesting and important, ideas are the heart of the piece, what the writer is writing about and the information he or she chooses to write about it, (b) organization that is logical and effective, organization refers to the order of ideas and the way the writer moves from one idea to the next. Voice that is individual and appropriate, (c) voice is how the writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved and standoffish? Voice is the expression of the writer's personality through words, (d) word choice that is specific and memorable, good writing uses just the right words to say just the right things, (e) sentence fluency that is smooth and expressive, fluent sentences are easy to understand and fun to read with expression, and (f) conventions that are correct and communicative. Conventions are the ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

## **1.3. Elements of Good Writing**

According to (Greenlaw: 2005), there are five elements of good writing as follows: (a) focus, the paper should have a clear point, expressed as a thesis sentence, early in the paper, (b) organization, the purpose of the paper is to prove its point. To that end, the paper should be organized as a series of major sub-points which lead logically to the thesis as the conclusion, (c) solid development,

each of sub-points should be explained in sufficient detail to convince the reader of their validity, (d) clarity, concision, precision, say what you mean, as clearly and concisely as possible. Vagueness or ambiguity suggests to the reader that you're not sure what you're writing about, and (e) grammatical Correctness/Avoidance of Spelling & Typographical Errors, grammar is a convention to improve communication. Grammatical mistakes or typos convey that you either don't know how to write correctly or you don't care.

## **2. Argumentative Text**

Argumentative text has been acknowledged and defined by famous rhetoricians and logicians. Beaugrande and Dressler (1981:184) define argumentative text as those utilized to promote the acceptance or evaluation of certain beliefs or ideas as true vs false, or positive vs negative, conceptual relations such as reason, significance, violation, value and opposition should be frequent. The surface tests will often show cohesive devices for emphasis and insistence, e.g. recurrence, parallelism, and paraphrase.

Hairston (1998: 122) states an argument ensues when two parties disagree about something. One party gives an opinion and offers reasons in support of it and the other party gives a different opinion and offers reason in support of his or her stand. However, people can disagree about many things that can't be argued effectively.

The function of an argumentative is to show that your assertion (opinion, theory, and hypothesis) about some phenomenon or phenomena is correct or more

truthful than others. The art of argumentative is not an easy skill to acquire. Many people might think that if one simply has an opinion, one can argue it successfully, and these folks are always surprised when others do not agree with them because their logic seems so correct.

## **2.1 The Grammatical Features of Argumentative Text**

Winkler (1984: 87) states the grammatical features of argumentative:

- a. mental verbs are used when expressing opinions,
- b. connectives are used in arguing logical relations and to link points,
- c. movement from personal to impersonal voice,
- d. modality is used in arguing to position the writer and reader. It can be expressed in a number of ways
- e. nominalizations are used in argument to allow the writer to condense information and deal with abstract issues. The process of nominalizations can also have the effect of removing agency.

## **2.2 The Variety of Argumentations**

According to Hatim (1997:39-40) two argumentation can be distinguished as follows:

- a. Through-Argumentation

b. This is initiated by stating a view point to be argued through. There is no explicit reference to an adversary. He represents format or structure of through-argumentation as follows:

Through-Argumentations:

- (a) Thesis to be supported
- (b) Substantiation
- (c) Conclusion

c. Counter-Argumentation

This is initiated by selective summary of someone else's viewpoint, followed by a counter-claim, a substantiation outlining the grounds for the opposition, and finally a conclusion. He represents the format of counter-argumentation as follows:

- (a) Thesis cited to be opposed
- (b) Opposition
- (c) Substantiation
- (d) Conclusion

### **2.3 The Generic Structure of Argumentative Text**

Argumentative text has generic structure, there are : (a) it has a topic sentence, (b) it has supporting sentences for prose and supporting sentences for cons. Further both of these are called argument, and (c) it has to use deductive or inductive reasoning, cause and effect.

### **3. Contextual Teaching and Learning Model**

Contextual Teaching and Learning (CTL) is a learning philosophy that emphasizes the students' interest and experiences. It provides the means for reaching learning goals that requires higher order thinking skills Satriani, Emilia, & Gunawan, (2012:11). Overall, contextual teaching and learning is an approach that focuses on the students; center. The purpose of the approach is to motivate the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives Satriani, Emilia, & Gunawan, (2012:11)

According to Hudson & Whistler (2007:1), contextual teaching and learning is an approach of learning that can't be separated with behaviorism and constructivism theorist. It is a conception of teaching and learning that helps teachers relate subject matter content to real world situation and its application to their lives as family, citizen, and workers and engage in the hard work that learning requires.

#### **3.1 The Principles of Contextual Teaching and Learning (CTL)**

Contextual Teaching and Learning as one of approaches for teaching and learning has scientific principles. According to Jhonson (2002: 26) there are 3 principles of it. They are principles of differentiation, and the principles of self-regulation.

##### **a. Principles of Interdependence**

Human being could not establish intimacy with one another Jhonson (2002:28). It means that although the approach consists of authentic learning activity that is conducted group, there is no one can intimidate the other's to follow the certain students'. It is sharing and discussing section when it is conducting in group, so the principle stresses that all of the learners have the interdependence.

b. Principle of Differentiation

When the students' are different in their activity, they could be free to explore their individual talents, cultivate their own learning styles, and progress at their own pace Jhonson(2002:31). It means that contextual teaching and learning approach can be conducted to the students with the different characters, talents, and ability. The importance of the principles is how the contextual teaching and learning helps the students to explore their own talent and can have a big motivation to study based on their life context.

c. Principle of Self-Regulationself-Regulation

Self-Regulationself-regulation means everything is set up, maintained, and recognized by yourself. The principle motivates the students to show all of their potentials. Moreover, it also explores them to get the the new talents. The teacher should give them belief by giving responsibility for taking the decision, behavior, choice, plan, solution, etc.

### **3.2 Components of Contextual Teaching and Learning Model**

Contextual teaching and learning also consists of some components that must be conducted as the part of its application. There are seven components of contextual teaching and learning that are useful to gain succes in applying it.

#### **a. Conructivism**

From the history of CTL, constructivism is a theory that emphasize 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.

#### **b. Inquiry**

The principles shows how learning is conducted by including the proses of discoverythat 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.

#### **c. Questioning**

Questioning is the one of the parts of 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 other.

#### **d. Learning Community**

CTL is a 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.

e. 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.

f. 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.

g. 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 friend's work. According to Ketter & Arnold (2003:36) authentic assessment as a means of documenting content mastery. Assessment is authentic when we directly examine students performance on worthy intellectual fact.

### **3.3 The Advantages and Disadvantages of Contextual Teaching and Learning**

#### **Model**

a. Advantages

Contextual Teaching and Learning (CTL) as a concept that helps the teachers and students relate the meaning through prior and new knowledge to get new

understand. So it is an expectation that the approach can give benefits for teacher and students in teaching learning process

b. Disadvantages

Teachers are more intensive in the lead. Because the CTL method, teachers no longer serves as a center of information. The task is to manage the classroom teacher as a team that works together to discover new knowledge and skills for students. Students are viewed as a developing individual. One's learning ability will be influenced by the level of development and breadth of experience he has. Thus, the teacher's role is not as instructors or "ruler" that forces the will but the teacher is supervising students so they can learn according to the stage of its development.

### **3.4. The Steps of Applying Contextual Teaching and Learning Model**

The practical steps used the strategy instruction on contextual approach :

Link a subject, who want to teach to the student with the success shape in applied a subject. Then the earlier story a bibliography or finding the success ways who take on a shape in applied a subject. After that formulation and show the benefit who clear and specific to the student connect with knowledge (subject) who can teach to them. And then efforts in order to knowledge who study in the school can motivation the student to review and especially to connect with real life them. Then give a freedom to the student to construct the knowledge who acceptance manner subjective until the student can find self ways natural study who pin with herself. After that discover the wealth emotion who there is in herself and let

them to express with freedom. And the last guide them to use emotion in acceptance study or in other activity in school-until the student fully meaning (unpurpose in study in school).

## **B. Related Research**

Related research of this research are “Enhancing Argumentative Writing Skill Through Contextual Teaching and Learning” published by Journal of Department of Language Education, Faculty of Education and Teaching Science, University of Sultan Agung Tirtayasa made by Aceng Hassani in 2016 and “The Impact of Concept Attainment Teaching Model and Mastery Teaching Method on Female High School Students’ Academic Achievement and Metacognitive Skills” published by International Journal of Innovative Research in Science, Engineering and Technology made by GolnazOstad and JavedSoleyManpour in 2014.

## **C. Conceptual Framework**

Writing is description of language in to written form, which conducted by relating one sentence to another another sentence, that is still forming one idea, and writing an argumentative text, it is intended to influence reader’s opinion, attitude and their way of thinking to do whatever the writer wants. The students can be said successful whenever they able to make an effective paragraph where their writing is in good arrangement of sentence and logically and menaing. Argumentative text is the act of forming reason, making inductions, drawing conclusion and applying to be case in discussion; the inferring proposition, not

known or admitted as true, from facts or principles known admitted, or proved to be true.

In this study the researcher gives the way to make easier in writing argumentative text that is by applying Contextual Teaching and Learning (CTL) strategy. It is a conception of teaching and learning that helps teachers relate subject matter content to real world situation and its application to their lives as family, citizen, and workers and engage in the hard work that learning requires.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research conducted at SMA Rahmat Islamiyah Jalan Gaperta/ Bakti No. 25 Medan in academic year 2016/2017. The reason why the researcher choose that school because based on the researcher experience in doing PPL found that the students had low abilities in writing. They still found many difficulties and got confused in writing especially argumentative text. Then, the researcher used a technique of teaching to the students ability in writing argumentative text through Contextual Teaching and Learning.

#### **B. Subject of the Research**

The subject of this research was the eleventh grade students of SMA Swasta Rahmat Islamiyah Medan in academic year 2016/2017. The researcher took XI-A grade students which consisted of 18 students as the subject of the research. It is choosen because the researcher found that they had a low ability in argumentative text when the researcher did field teaching practicing program (PPL) in this class.

#### **C. Research Design**

This research was conducted by using classroom action research. Classroom Action Research is a method of finding out what works best in your own

classroom so that you can improve student learning. There are many ways to improve knowledge about teaching (Hermida: 2001).

The researcher did the research in two cycles, and every cycle include two meetings. Steps in every cycle was same. The steps in every cycle as follows:

#### Cycle I

##### a. Planning

There are some activities done in this steps; namely: (1) made the lesson plan about argumentative text, (2) designed steps in doing concept of Contextual Teaching and Learning model in teaching writing argumentative text, (3) prepared the material about argumentative text, (4) prepared sheets for classroom observation, and (e) knowed the situation of teaching learning process when the model was applied.

##### b. Action

Students Activity: the students answer greeting from the teacher. Then the students listen what the topic, the purpose of learning argumentative text, and explanation the concept of contextual teaching and learning model in learning argumentative text. After that the students give their opinion about argumentative text. Then the students listen the definition of argumentative text. An then the students doing the exercise provided by the teacher . After finish, the students collected their paper in front of the class. Then the students and teacher made the conclusion about argumentativetext. And then the students answered closing from their teacher.

#### c. Observation

The function of observation is to find out the information in the classroom when the teaching and learning process goes on in the class. As the observer, the teacher and researcher observed the learning process. The observer used indicators with note: 3 for very good, 2 for good and 1 for bad, it was used to see as indicators of teacher and indicators of students.

#### d. Reflection

Reflection is a feedback process from the action that was done. Reflection was used to help the teacher make decision. Reflection seeks to make sense of processes, problems, and real issues in action.

#### Cycle II

The researcher was did cycle II because the result in cycle I is still need improvement. In cycle II also have four stages; they are planning, action, observation, and reflection. Every weakness in cycle I was revised in cycle II.

The procedures are briefly described in the following diagram:

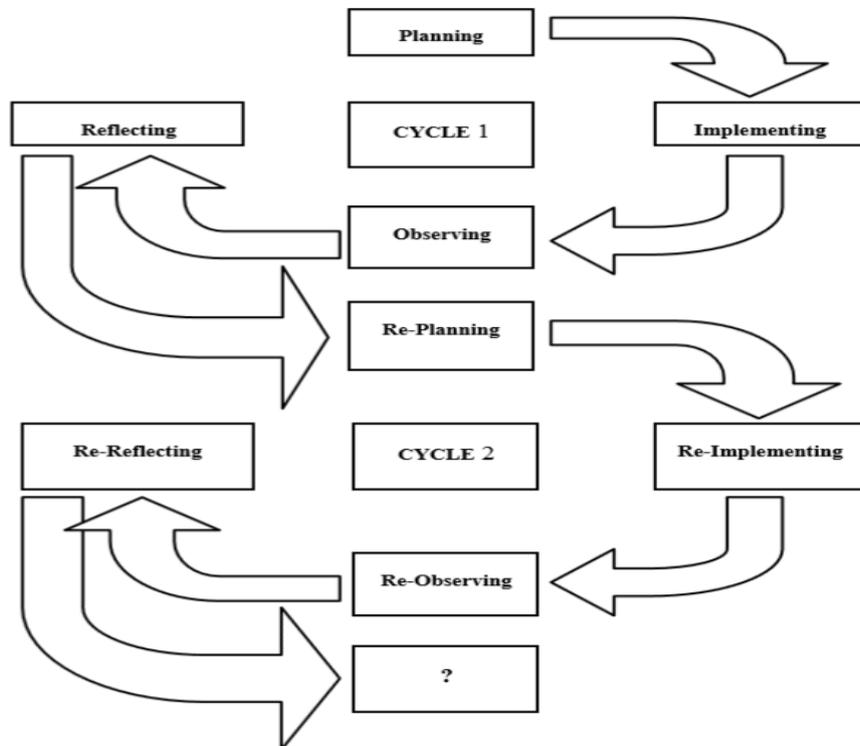


Diagram 3.1 (Arikunto: 2007)

From the diagram above, in the cycle I after the researcher made a plan like prepared the materials, the researcher have been done an action, the result from action have been show technique of Contextual Teaching and Learning is suitable or not with the researcher expected. The result from the cycle I was revision and the researcher have was made a new plan and do the same steps with cycle I in cycle II and was got the new result. To find out how the students results whether failed or not so that it was made KKM up to 75.

#### **D. Instrument of the Research**

This research was administrated four instruments. They are observation sheet, test, diary notes and documents.

##### **a. Observation Sheet**

Observation was used to observe all activities that happen during the teachinglearning process. The activities include teacher and students activities.

##### **b. Test**

To get the data, the researcher gives a test. The researcher will give the written test to the students'. The researcher give "The Negative Effect of Internet" topic with the students' and hope the students was able writing argumentative text.

##### **c. Diary Notes**

Diary notes had function to record the events in teaching learning process. Diary notes described the general impression of the classroom.

##### **d. Documents**

Documents were taken as instrument of data to analyze about students activity, behaviour, expressing. It includes the students' documentation (potograph). All of data are collected and interpreted by the researcher. And also was supported by social media such as: photo and diary notes which be related to research focusing.

#### **E. Technique of Collecting The Data**

In collecting the data, the following was used:

- a. Test to collect quantitative data

Steps to collected the quantitative data:

- a. Scoring the students' answers
  - b. Find the mean of the students' score
  - c. Find the students' difficulties
- b. Observation sheet to collect qualitative data

It was used to observe all of the conditions that happened during the teaching and learning process. It fill by English teacher as the observer.

#### **F. Technique of Analyzing Data**

Qualitative and quantitative data was used in this study. The qualitative data will be used to describe the situation during the teaching-learning process, and the quantitative data will be used to analyze the students' score.

The researcher was applied the following formula to know the mean of the students' score for each cycle as show below:

$$\bar{X} = \frac{\sum x}{N} \quad (\text{Arikunto, 2013: 315})$$

Where:

$\bar{X}$  : The mean of the students' score

$\sum x$  : The total score of students

$N$  : The number of the students

To find the member of master students' the researcher formula:

$$P = \frac{R}{T} \times 100\% \quad (\text{Arikunto, 2013:315})$$

Where:

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the students

The category of scoring:

90%-100% = Very Good

80%-89% = Good

65%-79% = Enough

55%-64% = Less

0%-54% =Bad

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

This research was conducted in one class which consisted of 18 students during the cycles of Class Action Research. It was accomplished in two cycles. Each cycle was conducted in two meetings.

Before conducted the post-test in cycle I, the pre test was conducted. Test item gave in the first cycle, the data showed if it was needed to conducted the next cycle, so that continued to the second cycle in two meeting also.

The data of students' score in pre-test, post-test I, post-test II can be seen below:

**Table 4.1**

**The data of Students' Score in Pre-Test, Post-Test I and Post Test II**

<b>Names of Test</b>	<b>Test I (pre-test)</b>	<b>Test II (post-test I)</b>	<b>Test III (pre-test II)</b>
Lowest score	40	70	75
High score	75	85	90
$\bar{x}$	58,89	73,06	85,56
N	18	18	18

**Table 4.2**  
**The Data of students who passed Standard Minimum Score (KKM)**

No	Criteria	Score	Pre-test	Post-test I	Post-test II
1.	Passed KKM	70-90	4	13	18
2.	Failed	0-69	14	5	0

### **B. Data Analysis**

The form research result involved qualitative and quantitative data. The qualitative data was taken from the observation sheets, diary notes and documents. The quantitative data was taken from students score in test item.

#### **1. Qualitative Data**

The qualitative data was taken from observation sheets, diary notes and documents .

##### **a. Observation Sheets**

Observation sheets was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The students of the class that consisted of 18 students and was observed every meeting in cycle I and cycle II.

In every meetings the teacher didn't come late, but didn't observe the students intensively when giving the explanation. In next meeting, he was more observed the students intensively and used time efectively.

## b. Dairy Notes

Dairy notes showed the behaviours of the students was conducted Contextual Teaching and Learning model in writing argumentative text. From the observation, dairy notes in the first meeting in cycle I, students paid a little attention with this subject. Almost all of students were lazy to write. They just looked their sheet but not write it, and they have cheated with their friends. Next day, in the second meeting through Contextual Teaching and Learning model, all of students could see what they have learned. After given the example and the explanation about Contextual Teaching and Learning model, they were given the test to be discussed in their friends. They worked cooperatively but some of the students didn't paid attention and made noisy in the class, especially the students who sat in the corner.

## c. Documents

Documents were taken as instrument of data to analyze about students activity, behaviour, expressing. All of the students activity was taken with some photos.

## 2. Quantitative Data

The quantitative data was taken from students score in test item . The test was given in pre-test, post-test in cycle I, and post-test in cycle II.

### **2.1. Pre-Test**

Pre-test was given before running to the treatment in cycle I. The students to answered test item from a argumentative text. After that gave explanation in making argumentative text and also gave a example of argumentative text to all

students and the students asked to make a argumentative text with their friends and answered test item. And the point of pre-test can be seen below:

**Table 4.3**  
**Pre-Test Result**

No.	Names	Total Score
1.	AR	50
2.	AH	60
3.	AS	70
4.	AP	50
5.	CF	50
6.	DS	65
7.	ER	40
8.	MA	75
9.	MR	70
10.	NA	55
11.	RH	60
12.	RL	60
13.	SD	65
14.	SR	50
15.	SD	70
16.	TS	50
17.	UM	60
18.	WS	60
<b>Total Number</b>		<b>1060</b>
<b>Means</b>		<b>58,89</b>

In the table of pre-test, the lowest score was 40 and the highest score was 75, and only for students who got point up to 75 or could pass Standard Minimum Score (KKM). The students answer most of the students made mistake in determined the moral massage, the kind and the generic structure of the test. From the data in pre-test, we got class mean score shown on the below:

$$\tilde{x} = \frac{\sum x}{N}$$

Where:

$\tilde{x}$  = the mean of the students

$\sum x$  = the total score

$N$  = the number of the students

In pre-test, the total score of the students were 1060 and the number of the students were 18, so the mean was  $\tilde{x} = \frac{1060}{18} = 58,89$

The number of the students was calculated by applied following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

$P$  = the percentage of master students

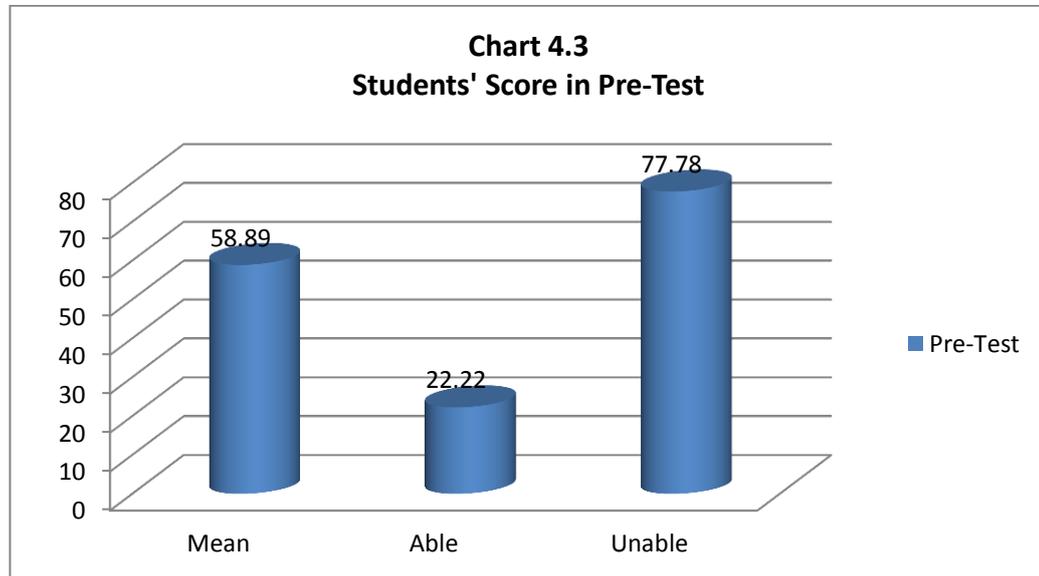
$R$  = the number of master students

$T$  = the total of students

The students that got point up to 75 in pre-test were 4 students, so the formula:

$$P_1 = \frac{4}{18} \times 100\% = 22,22\%$$

Means of students score in pre-test shown below:



## 2.2 Cycle I

### The Activity of the First Cycle

The first cycle was conducted in two meetings. Before the first cycle conducted, the test gave to measure how far the students mastering reading. Firstly they were difficult to understand the meaning of a argumentative text, and they also look uninterested. It made them so confused to answer the test item. There were many activities that were done in this cycle. All the activities were observed as follow:

#### 1. Planning

- a. Prepared the instrument that used in teaching English through Contextual Teaching and Learning model, there were: observation sheets, test item, diary notes, and example of argumentative text.

#### 2. Action

Before applied the method, the students attention, and asked their knowledge about Contextual Teaching and Learning model.. In applied Contextual Teaching and Learning model, the students used of “Negative Effect of Internet” for the title of the text. Then the related concepts that connect to the title may included cause and effect, supporting sentence, etc. And then the students write argumentative text with the title about “Negative Effect of Internet”.

### 3. Observation

The pre-test gave to the students. Most of the students confused when answer the test, even some of them did not answer the test. Then, after explained Contextual Teaching and Learning model, the students more interested and paid attention, but not all of them. After did Contextual Teaching and Learning model, Mr. Ahmad as to observer checked the class, and the students condition when teaching learning process. In this cycle, Mr. Ahmad gave some suggestion and comments about the students were still not good enough.

### 4. Reflection

All of the activities in the first cycle have been done, the students answered had the collected. Based on the result of the first cycle that until in twice meeting, it determined to continue into second cycle because the result showed if their achievement in writing was still poor. Some of the students still incorrect in answer the test item, and they also still difficult to made a argumentative text. Mr.Ahmad suggested and believed that if the second cycle should be done and the model should be improved.

At the end in meeting of cycle I, researcher gave the post-test to the students. The test in post-test was same with test in pre-test can be seen on the table 4.4 below:

**Table 4.4**  
**Post-Test I (Cycle I)**

No.	Names	Total Score
1.	AR	70
2.	AH	65
3.	AS	65
4.	AP	60
5.	CF	70
6.	DS	80
7.	ER	75
8.	MA	85
9.	MR	85
10.	NA	75
11.	RH	60
12.	RL	80
13.	SD	80
14.	Sh	65
15.	SD	70
16.	TS	75
17.	UM	85
18.	WS	70
<b>Total Number</b>		<b><math>\Sigma X_1=1315</math></b>
<b>Means</b>		<b>73,06</b>

From the data in cycle I, we got class mean score shown on the below:

$$\tilde{x} = \frac{\sum x}{N}$$

Where:

$\tilde{x}$  = the mean of the students

$\sum x$  = the total score

$N$  = the number of the students

In cycle I test, the total score of the students were 1315 and the number of the students were 18, so the mean was:  $\tilde{x} = \frac{1315}{18} = 73,06$

The number of the students was calculated by applied following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

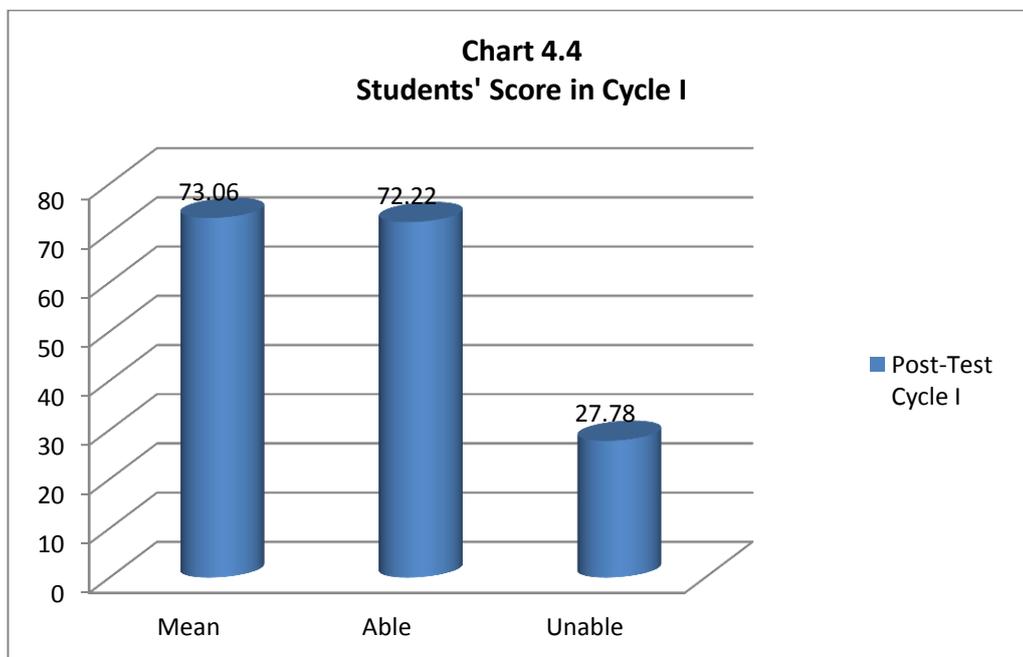
$P$  = the percentage of master students

$R$  = the number of master students

$T$  = the total of students

The students that got point up to 75 in post-test I were improved but the improvement still less, and the students started to be able in determined the moral message from a text, but still less in determined the generic structure from argumentative text. In pre-test students mean about 58,89, and cycle I was about 73,06. So the improvement from pre-test to cycle I was 14,17. In the table above the lowest score was 60 and the highest score was 85, only thirteen students who got point up 75. Because the students that got point up to 75 (KKM) only 13

students from 18 students, the researcher continued to the next cycle. The different percentage between pre-test to cycle I can be seen below:



It was shown that mean of students score in pre-test 62,22 then improved in cycle I was 71.85 so there was any 10% improvement.

## 2.2. Cycle II

### The Activity of the Second Cycle

Based on the result that have been done in first cycle, it was found the second cycle should be conducted to got the better result of the students achievement than the first cycle. All the activities were observed by researcher as follow.

#### 1. Planning

In planning, the researcher did:

- a. Preparing lesson plan that related with the study, especially still about writing argumentative text.

- b. In teaching writing argumentative text through contextual teaching and learning model those were: observation sheets, diary notes, test item, example of argumentative text and contextual teaching and learning.
- c. After the instruments completed in learning process through contextual teaching and learning model, subject started to teaching the students.

## 2. Action

In action session in second cycle, firstly the students to be focus to answer correctly. The processes of action in second cycle same with the first cycle. The students to made argumentative text through contextual teaching and learning model and then the students answered the test item.. In this cycle the students not got many difficulties, and the mistakes were not really bad. After collected their work, many students that succesful in made a argumentative text. It can be seen from the result and the scoring of testing on appendix.

## 3. Observation

In the cycle II the students more enjoyed when writing argumentative text through contextual teaching and learning model. The situation in the classroom was better and the students more active and all of them made a argumentative text seriously. Mr. Ahmad observed the second cycle that compare the situation in the classroom in the first cycle. Mr. Ahmad gave positive comments, Mr. Ahmad said if the situation in second cycle was better than in first cycle. The students not felt confused anymore and also enjoy every parts of the session in the class.

## 4. Reflection

After done in collecting the data. Based on the result, it showed that the students got significant improvement in this cycle than in the cycle before. The students can mastered writing especially in writing argumentative text through contextual teaching and learning model.

In running cycle II, also collected the score items like in pre-test and cycle I, there was improvement like pre-test to cycle I. And found improvement students achievement in writing ability, the score can be seen below:

**Table 4.5**  
**Post-Test II (Cycle II)**

No.	Initial Name	Total Score
1.	AR	75
2.	AH	85
3.	AS	80
4.	AP	85
5.	CF	90
6.	DS	80
7.	ER	90
8.	MA	85
9.	MR	90
10.	NA	80
11.	RH	85
12.	RL	90
13.	SD	85

14.	SH	90
15.	SD	90
16.	TS	85
17.	UM	90
18.	WS	85
<b>Total Number</b>		<b><math>\sum X_2=1540</math></b>
<b>Means</b>		<b>85,56</b>

From the data in cycle II, we got class mean score shown on the below:

$$\tilde{x} = \frac{\sum x}{N}$$

Where:

$\tilde{x}$  = the mean of the students

$\sum x$  = the total score

$N$  = the number of the students

In cycle II test, the total score of the students were 1540 and the number of the students were 18, so the mean was:

$$\tilde{x} = \frac{1540}{18} = 85,56$$

The number of the students was calculated by applied following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of master students

R = the number of master students

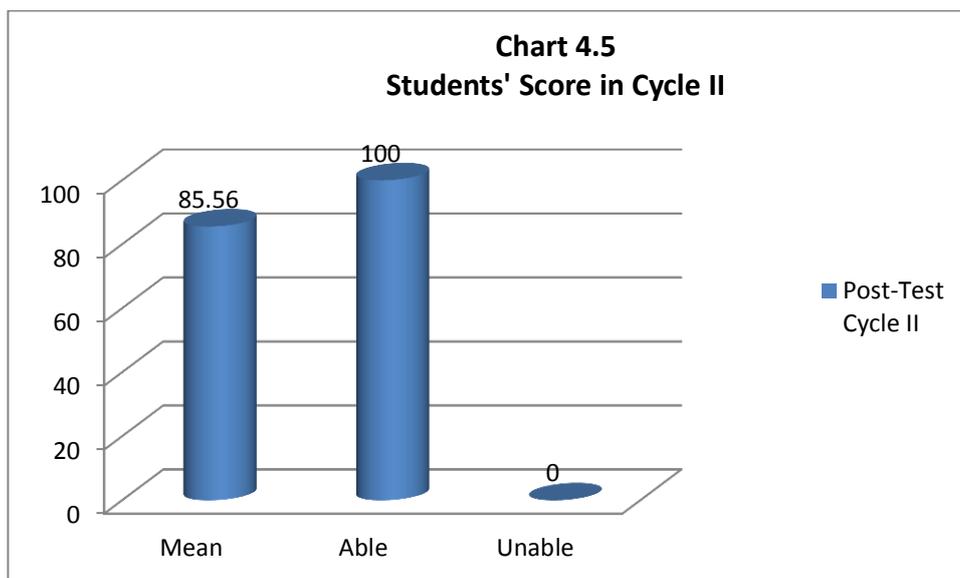
T = the total of students

The students that got point up to 70 in post-test II were 18 students, so the formula:

$$P_2 = \frac{18}{18} \times 100\% = 100\%$$

In the post-test II the students were able to answer the test. Through contextual teaching and learning model they were able to determine the moral message, the kind and the generic structure of the text. It proved from their scores which improved. From the table of post-test II the lowest score was 75 and the highest score was 100. There were eighteen students who got point up to 70, it means that all of students could pass standard minimum score. There was improvement that they got from the pre-test to the cycle I. In pre-test was 22,22% students who got point up to 70. In the post-test I about 72,22% students who got point up to 70. And for getting maximal score got satisfied percentage of score that 100%, it was mean that all of students got point up to 70 in cycle II. And the difference from cycle I to cycle II was 27,78%.

Students score in cycle II shown on diagram below:



From the graphic in cycle II, it was shown improvement by mean of students were 85,56. The students that able were 18 students. So the percentage was 100%. It was shown that there wre any improvement students' ability in writing argumentative text through contextual teaching and learning.

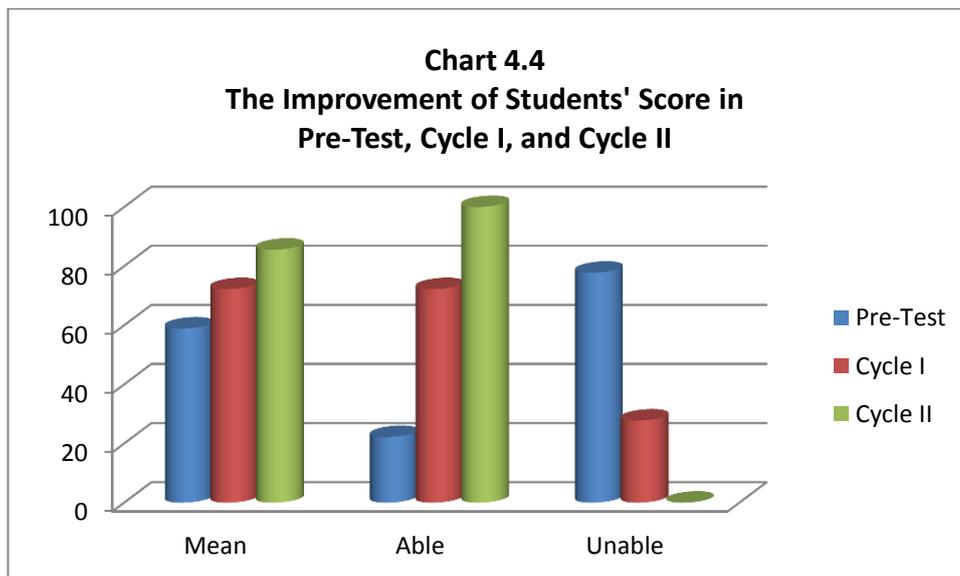
Based on the result of pre-test, cycleI, and cycle II, any improvement of students' ability in writing argumentative text through contextual teaching and learning. It can be seen in the table 4.6 below:

**Table 4.6**  
**Students' Score in Pre-Test, Post-Test I, and Post-Test II**

No	Names of Students	Pre-Test	Post-Test I	Post-Test II
1.	AR	50	70	75
2.	AH	60	65	85
3.	AS	70	65	80
4.	AP	50	60	85
5.	CF	50	70	90

6.	DS	65	80	80
7.	ER	40	75	90
8.	MA	75	85	85
9.	MR	70	85	90
10.	NA	55	75	80
11.	RH	60	60	85
12.	RL	60	80	90
13.	SD	65	80	85
14.	SH	50	65	90
15.	SD	70	70	90
16.	TS	50	75	85
17.	UM	60	85	90
18.	WS	60	70	85
<b>Total</b>		<b>1060</b>	<b><math>\sum X_1=1315</math></b>	<b><math>\sum X_1=1540</math></b>
<b>Means</b>		<b>58,89</b>	<b>73,06</b>	<b>85,56</b>

The improvement of students ability in writing argumentative text through contextual teaching and learning can also be seen from the mean of students score in the first competence test up to the third competence test. The mean in the third competence test was the highest one among the other tests. The improvement can be seen below:



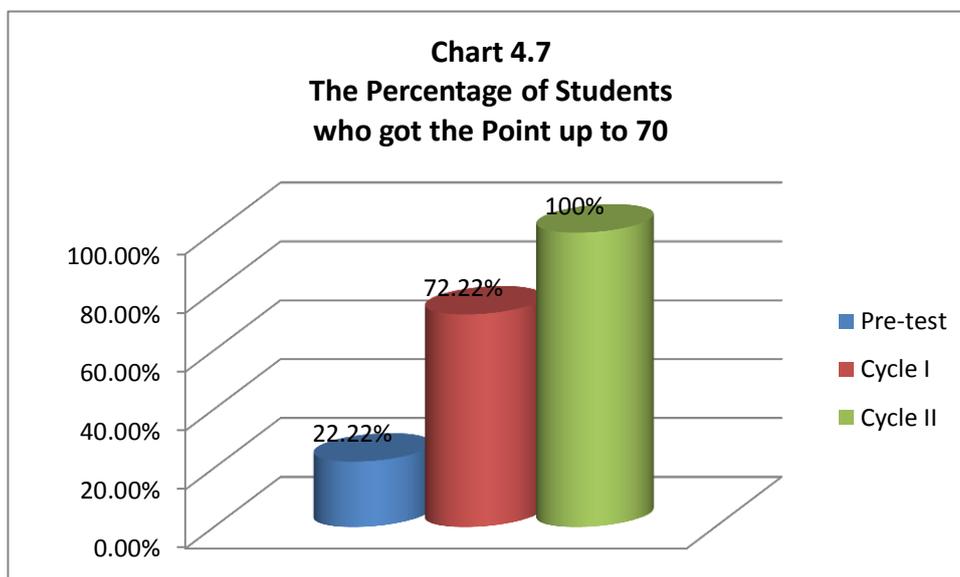
From the graphic, above can be conducted that there were 22,22% students who able in pre-test, it can be seen there were mean students score in test item 58,89 it far from KKM that students should be reach score up to 70. And the graphic shown that there was improvements writing score in cycle I about 44,4 with mean 71,85 and better score in cycle II with improvement 100% with mean 86,30.

**Table 4.7**

**Students' score from the first meeting until last meeting**

<b>Test</b>	<b>Students' Score up to 75 Points</b>	<b>Percentage</b>
Pre-test	4	22,22%
Cycle I	13	72,22%
Cycle II	18	100%

From the table above, the students' score in those three tests had variation. In the first competence test, pre-test the lowest score was 40 and the highest one was 75. In the second competence test, the lowest score was 70 and the highest one was 85. In the third competence test, the lowest score was 75 and the highest one was 90. The comparison of the students' score in percentage can be seen below:



### C. Research Finding

Based on the result of this research was provided that contextual teaching and learning model was improved students' ability in writing argumentative text. The data showed the mean score in pre-test was 58,89, after did contextual teaching and learning model in cycle I the mean score was 73,06. Then the cycle II the mean was 85,56. The highest score in pre-test was 75, in cycle I the score was 85 and cycle II was 90. The finding of this research showed that contextual teaching

and learning model was improved students' ability in writing argumentative text, and the students' difficulties writing argumentative text through contextual teaching and learning model were in making their own.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, it could be concluded that:

1. There was an improvement on the students' ability in writing argumentative text by using contextual teaching and learning model. It could be seen from the students' score: the mean of the pre-test in the first meeting was still low, 4 students got points up to 70. In the post-test cycle I, 13 students got points up to 70, and the last post-test cycle II, 18 students got points up to 70. It could be concluded that there was an improvement on the students' ability in writing argumentative text through contextual teaching and learning was successful.
2. The improvement of students ability can be shown from the pre-test to cycle I and to cycle II. The mean score from pre-test to cycle II were 58,89 - 73,06 - 85,56. The students who got score from the pre-test to cycle II were 4 - 13 - 18. The percentage of students who got the score more than 70 from pre-test to cycle II were 22,22% - 72,22% - 100%.
3. Observation and interview sheet indicate that there is improvement in students' ability in writing argumentative text. Furthermore, contextual teaching and learning as model that makes students can be actively to developed in teaching writing process.

## **B. Suggestion**

Suggestion was stages as the following:

1. For English teacher, it's better to used contextual teaching and learning to improve the students' ability in writing argumentative text because it could make the students more understand about argumentative text.
2. For students, to used contextual teaching and learning in learning English, especially writing argumentative text because it can improved their ability in writing argumentative text.
3. For all readers, this research can contribute a good understanding of how to improve the students' ability in writing argumentative text through contextual teaching and learning model.
4. For the other researcher, it is suggested that contextual teaching and learning model should be researched more in other types of text to improve the students' skill in writing.

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## **APPENDIX I**

### **LESSON PLAN**

#### **(FIRST CYCLE)**

School : SMA Swasta Yayasan Perguruan RAIS Medan

Subject : English

Aspek Skill : Writing

Class : XI

Time Allocation: 2x45 menit

Material : Argumentative Text

#### **Standars Competence**

Communicative in spoken in writing language by using appropriate variety fluently and accurately in interaction discourse and monologue in the forms of report, narrative and argumentative.

#### **Basic Competence**

Understand of meaning and steps in rethorical move in written texts in the forms of argumentative.

#### **Indicators**

1. Students' are expected to be able in writing argumentative text using Contextual Teaching and Learning strategy.
2. Arranging argumentative text

### **Learning Objectives**

By the end of the lesson, students will have been able :

1. to identify the meaning of argumentative text
2. students are able to write down an argumentative text by using Contextual Teaching and Learning strategy

### **Learning Material: Argumentative Text**

#### 1. Definition of Argumentative Text

Argumentative text is a text which purpose of convince and to persuade readers to do what the writer in his or her writing by giving them logical reason and proof. There are some facts must be provided in this type to persuade readers' attention.

#### 2. Generic Structure

- Using various tenses, such as: present tense, past tense, and future tense
- Using verbs, such as: believe, object argue, etc.
- Using adverbs.
- Using question words, such as: can, will, would, should, etc.
- Using question words, such as: why, how, what, etc.

#### 3. Language Future

- It has topic sentence
- It has supporting sentence

- It has to use deductive and inductive reasoning, cause and effect and argument by authority.

#### 4. Example of Argumentative Text

### **Science and Religion**

The communist ideology believes that science does not need religion. Their followers have claimed that religion is drugs or toxin, and toxin in fact make the users drunken or unaware or fly. Thus, there is no need to have religion in this life. They can live happily in balance and in harmony without any religion beside science. They call those who need religion beside science as stupid or old fashioned. Whereby, they call themselves as modern or up to date. The opponents to this belief, however think vice versa. Science needs a religion to make it balance. They believe that science without a religion is blind. While religion also needs science. They believe that religion without science is lame. Thus, science and religion are catalysators for mankind to live on the track or in harmony. They called those who do not religion beside science as crazy or insane people. In short, both sides have their own arguments to promote their belief and each of whom blame to one another for creating this world imbalance, war, and global crisis.

**Source:** English textbook.

**Characters :** Faithful, confidence, responsible, creative.

**Instrument:**

1. Write your name on the left top of your sheet
2. Write an argumentative text about “Negative Effect of Internet” with your own

language

**Valuation:**

No	Element	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	25
5	Mechanism	5

**The Method of the Study:** Contextual Teaching and Learning Strategy

**The Steps of Teaching Activity:**

**A. Opening Activity**

No	Teacher	Students
1	Greeting	Students' pay attention while the teacher opening the meeting in the class
2	Teacher checks attendance of students	
3	Teacher asks the condition of students'. Apperception and motivation.	

**B. Main Activity**

No	Teacher	Students'
1	Teacher explain about argumentative text	Students' pay attention while the teacher opening the meeting in the class.
2	Teacher give an example of argumentative text	

3	Teacher asks the students' to write an argumentative text about "Negative Effect of Internet" by using Contextual Teaching and Learning Strategy	
4	Teacher divides students' into small group , each group consist of four persons	Students' sit down with their own that has been divided by the teacher
5	Teacher asks the students' to prepare the teaching material as follows: 1. A piece of paper 2. A pen	Students' prepare all the materials
6	Teacher explain and rule the students' make argumentative text according their experience	Students' pay attention what the teacher said
7	Then the teacher rule collect the students' papers	Students' collect their papers front of the class

### C. Closing Activity

No	Teacher	Students'
1	Teacher give the conclusion of the material about argumentative text	Students' pay attention to the teacher explanation
2	Teacher give the greeting	Students' answer the greeting

### Learning Sources Assesment

<b>Score</b>	<b>Criteria</b>	<b>Indicators</b>
5	Very good-perfect	Master the role how to write, only few faults in the speeling.
4	Fair-good	Sometimes do some faults in speeling, but it does not disturb the meaning.
3	Bad-fair	Often doing faults and having confusing meaning
2	Very bad-bad	Bad in mastering the role how to write, many faults in speeling and unreadable in writing

Medan, Februari2016

Headmaster

Teacher of English Subject

**(Aja Ismail, S.Pd)**

**(Ahmad Japar, S.Pd)**

Researcher

**(Nikita Sari)**

**APPENDIX 2**

**LESSON PLAN**

## (SECOND CYCLE)

School : SMA Swasta Yayasan Perguruan RAIS Medan

Subject : English

Aspek Skill : Writing

Class : XI

Time Allocation: 2x45 menit

Material : Argumentative Text

### **Standars Competence**

Communicative in spoken in writing language by using appropriate variety fluently and accurately in interaction discourse and monologue in the forms of report, narrative and argumentative.

### **Basic Competence**

Understand of meaning and steps in rethorical move in written texts in the forms of argumentative.

### **Indicators**

1. Students' are expected to be able in writing argumentative text using Contextual Teaching and Learning strategy.
2. Arranging argumentative text

## **Learning Objectives**

By the end of the lesson, students will have been able :

1. to identify the meaning of argumentative text
2. students are able to write down an argumentative text by using Contextual Teaching and Learning strategy

## **Learning Material: Argumentative Text**

### 5. Definition of Argumentative Text

Argumentative text is a text which purpose of convince and to persuade readers to do what the writer in his or her writing by giving them logical reason and proof. There are some facts must be provided in this type to persuade readers' attention.

### 6. Generic Structure

- Using various tenses, such as: present tense, past tense, and future tense
- Using verbs, such as: believe, object argue, etc.
- Using adverbs.
- Using question words, such as: can, will, would, should, etc.
- Using question words, such as: why, how, what, etc.

### 7. Language Future

- It has topic sentence
- It has supporting sentence
- It has to use deductive and inductive reasoning, cause and effect and argument by authority.

### 8. Example of Argumentative Text

## **Science and Religion**

The communist ideology believes that science does not need religion. Their followers have claimed that religion is drugs or toxin, and toxin in fact make the users drunken or unaware or fly. Thus, there is no need to have religion in this life. They can live happily in balance and in harmony without any religion beside science. They call those who need religion beside science as stupid or old fashioned. Whereby, they call themselves as modern or up to date. The opponents to this belief, however think vice versa. Science needs a religion to make it balance. They believes that science without a religion is blind. While religion also needs science. They believe that religion without science is lame. Thus, science and religion are catalysators for mankind to live on the track or in harmony. They called those who do not religion beside science as crazy or insane people. In short, both sides have their own arguments to promote their belief and each of whom blame to one another for creating this world imbalance, war, and global crisis.

**Source:** English textbook.

**Characters :** Faithful, confidence, responsible, creative.

**Instrument:**

1. Write your name on the left top of your sheet
2. Write an argumentative text about “Negative Effect of Internet” with your own language

**Valuation:**

No	Element	Score
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1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	25
5	Mechanism	5

**The Method of the Study:** Contextual Teaching and Learning Strategy

**The Steps of Teaching Activity:**

#### **D. Opening Activity**

No	Teacher	Students
1	Greeting	Students' pay attention while the teacher opening the meeting in the class
2	Teacher checks attendance of students	
3	Teacher asks the condition of students'. Apperception and motivation.	

#### **E. Main Activity**

No	Teacher	Students'
1	Teacher explain about argumentative text	Students' pay attention while the teacher opening the meeting in the class.
2	Teacher give an example of argumentative text	
3	Teacher asks the students' to write an argumentative text about "Negative Effect of Internet" by using Contextual Teaching and Learning Strategy	

4	Teacher divides students' into small group , each group consist of four persons	Students' sit down with their own that has been divided by the teacher
5	Teacher asks the students' to prepare the teaching material as follows: 3. A piece of paper 4. A pen	Students' prepare all the materials
6	Teacher explain and rule the students' make argumentative text according their experience	Students' pay attention what the teacher said
7	Then the teacher rule collect the students' papers	Students' collect their papers front of the class

#### F. Closing Activity

No	Teacher	Students'
1	Teacher give the conclusion of the material about argumentative text	Students' pay attention to the teacher explanation
2	Teacher give the greeting	Students' answer the greeting

#### Learning Sources Assesment

Score	Criteria	Indicators
5	Very good-perfect	Master the role how to write, only few faults in the speeling.

4	Fair-good	Sometimes do some faults in speeling, but it does not disturb the meaning.
3	Bad-fair	Often doing faults and having confusing meaning
2	Very bad-bad	Bad in mastering the role how to write, many faults in speeling and unreadable in writing

Medan, Februari2016

Headmaster

Teacher of English Subject

**(Aja Ismail, S.Pd)**

**(Ahmad Japar, S.Pd)**

Researcher

**(Nikita Sari)**

### **APPENDIX 3**

### **OBSERVATION SHEET**

Subject : English

Class : VIII SMARahmatIslamiyah Medan

Number of Students : 18

Observer's Name : Nikita Sari

Teacher's Name : Ahmad Japar, S.Pd.

Date :

Time :

No	Indicator for Teacher	First Meeting		Second Meeting	
		Yes	No	Yes	No
1.	The teacher came to class on time.				
2.	The teacher greeted the students.				
3.	The teacher told students what the material.				
4.	The teacher asked the students about argumentative text.				
5.	The teacher told the advantages of learning argumentativetext.				
6.	The teacher explained about generic structure of argumentativetext.				
7.	The teacher gave the examples of argumentative text				

8.	The teacher explained about argumentative text by using Contextual Teaching and Learning Strategy.				
9.	The teacher asked the students to make the argumentative text about “The Negative Effect of Internet” by using Contextual Teaching and Learning Strategy				
10.	The teacher made a conclusion about argumentative text with students.				
11.	The teacher ended the class by closing.				

No	Indicators for students	First meeting		Second meeting	
		Yes	No	Yes	No
1.	The students came to class on time.				
2.	The students answered greeting from the teacher.				
3.	The students gave their attention when the teacher told what the material				
4.	The students gave their opinions about argumentative text.				
5.	The students gave their attention when the				

	teacher told the advantages of learning argumentative text.				
6.	The students gave their attention to the explanation about generic structure of argumentative text.				
7.	The students saw the example of argumentative text by using Contextual Teaching and Learning Strategy				
8.	The students gave their attention to the explanation about argumentative text by using Contextual Teaching and Learning Strategy				
9.	The students wrote argumentative text about “The Negative Effect of Internet” by using Contextual Teaching and Learning Strategy.				
10.	The students made a conclusion about argumentative text with the teacher.				
11.	The students answered closing from the teacher.				

Medan, 2017

Teacher of English Subject

Researcher

**(Ahmad Japar, S.Pd)**

**(Nikita Sari)**

## **APPENDIX 4**

### **TEST ITEM**

Direction:

1. Write your name on the left top of your sheet.
2. Pay attention to the content, organization, vocabulary, language use and mechanic in your writing.

Question:

Write down an argumentative text with the title “Negative Effect of Internet”.

## **APPENDIX 5**

### **DIARY NOTES**

#### **1. First Meeting**

In the first meeting, pre-test was conducted. The students were answered the text about writing. The pre-test was about argumentative text, they wrote based on same topic. While doing pre-test, there were few the students who were not interest to write the text and feel bored. They keep on looking up the words in dictionary to find out the meaning of the words. Many of them made a noisy and disturbing their friends.

#### **2. Second Meeting**

This meeting the researcher explained about argumentative text and gave example based on the contextual teaching and learning model. And the students were listened the explanation from the teacher. The teacher motivated the students by teaching the argumentative text using contextual teaching and learning model.

#### **3. Third Meeting**

Based on result of the cycle I, most of the students were losely organized, they don't pay attention to punctuation, speeling, capitalization. The students were inactive and the other disturbing their friends by making noisy. In cycle I they were not really effective in learning English by using Contextual Teaching and Learning model, it because some students still more playing than learning.

#### **4. Fourth Meeting**

The students felt more enjoyable and interested in learning writing using contextual teaching and learning model. And the students got the improvement in writing and based on cycle II they were pay attention. The students got the improvement of writing skill.

## **APPENDIX 6**

### **PRE-TEST AND POST-TEST RESULT**

<b>No</b>	<b>Names of Students</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Post-Test II</b>
1.	AR	50	70	75

2.	AH	60	65	85
3.	AS	70	65	80
4.	AP	50	60	85
5.	CF	50	70	90
6.	DS	65	80	80
7.	ER	40	75	90
8.	MA	75	85	85
9.	MR	70	85	90
10.	NA	55	75	80
11.	RH	60	60	85
12.	RL	60	80	90
13.	SD	65	80	85
14.	SH	50	65	90
15.	SD	70	70	90
16.	TS	50	75	85
17.	UM	60	85	90
18.	WS	60	70	85
<b>Total</b>		<b>1060</b>	<b><math>\Sigma X_1=1315</math></b>	<b><math>\Sigma X_1=1540</math></b>
<b>Average</b>		<b>58,89</b>	<b>73,06</b>	<b>85,56</b>
<b>Percentage (%) Students' Able</b>		<b>22,22%</b>	<b>72,22%</b>	<b>100%</b>
<b>Percentage (%) Students' Unble</b>		<b>77,78%</b>	<b>27,78%</b>	<b>0%</b>



## APPENDIX 7

### THE DOCUMENTATION OF RESEARCH

1. Teacher as assistance to help the students' difficulties



2. When the students make an argumentative text



3. Researcher explained example of argumentative text through contextual teaching and learning model.



**APPENDIX 8**

**ATTENDANCE LIST OF STUDENTS**

**AT SMA SWASTA RAHMAT ISLAMİYAH MEDAN**

No	Name of Students	Pre-Test	Cycle I	Cycle II
1	Adam Risady			
2	Andrean Hermawan			
3	Annisa Syabani			

4	Ari Pradana			
5	Cahyaning Fitri			
6	Dwi Satrio Pamungkas			
7	Erika Rosia Permana			
8	M. Aji Laksono			
9	M. Rico			
10	Nadya Ardany			
11	Rahmah Hasanah			
12	Rizky Lazuardy			
13	Siti Diah Safitri			
14	Suhartika			
15	Sukma Diana			
16	Tina Safitri			
17	Utomo Manggara			
18	Wiwit Satika			

## **APPENDIX**

School : SMA Rahmat Islamiyah Medan

Subject : English

Aspek Skill : Writing

Class : XI

Time Allocation: 2x45 menit

Material : Argumentative Text

### **Standars Competence**

Communicative in spoken in writing language by using appropriate variety fluently and accurately in interaction discourse and monologue in the forms of report, narrative and argumentative.

### **Basic Competence**

Understand of meaning and steps in rethorical move in written texts in the forms of argumentative.

### **Indicators**

3. Students' are expected to be able in writing argumentative text using Contextual Teaching and Learning strategy.
4. Arranging argumentative text

### **The Aim of Study**

By the end of the lesson, students' will have been able :

3. To identify the meaning of argumentative text
4. Students' are able to write down an argumentative text by using Contextual Teaching and Learning strategy

## **The Material of Study**

### A. Definition of Argumentative Text

Argumentative text is a text which purpose of convince and to persuade readers to do what the writer in his or her writing by giving them logical reason and proof. There are some facts must be provided in this type to persuade readers' attention.

### B. Generic Structure

- Using various tenses, such as: present tense, past tense, and future tense
- Using verbs, such as: believe, object argue, etc.
- Using adverbs.
- Using question words, such as: can, will, would, should, etc.
- Using question words, such as: why, how, what, etc.

### C. Language Future

- It has topic sentence
- It has supporting sentence
- It has to use deductive and inductive reasoning, cause and effect and argument by authority.

### D. Example of Argumentative Text

#### **Science and Religion**

The communist ideology believes that science does not need religion. Their followers have claimed that religion is drugs or toxin, and toxin in fact make the users drunken or unaware or fly. Thus, there is no need to have religion in

this life. They can live happily in balance and in harmony without any religion beside science. They call those who need religion beside science as stupid or old fashioned. Whereby, they call themselves as modern or up to date. The opponents to this belief, however think vice versa. Science needs a religion to make it balance. They believe that science without a religion is blind. While religion also needs science. They believe that religion without science is lame. Thus, science and religion are catalysators for mankind to live on the track or in harmony. They called those who do not religion beside science as crazy or insane people. In short, both sides have their own arguments to promote their belief and each of whom blame to one another for creating this world imbalance, war, and global crisis.

Source:

- English textbook

Characters :

- Faithful
- Confidence
- Responsible
- Creative

Instrument:

1. Write your name on the left top of your sheet

2. Write an argumentative text about “Negative Effect of Internet” with your own language

**Valuation:**

No	Element	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	25
5	mechanism	5

**The Method of the Study**

- Contextual Teaching and Learning Strategy

**The Steps of Teaching Activity**

**G. Opening Activity**

No	Teacher	Students
1	Greeting	Students’ pay attention while the teacher opening the meeting in the class
2	Teacher checks attendance of students	
3	Teacher asks the condition of students’ . Apperception and motivation (opens students’ thinking process and introducing lesson today)	

## H. Main Activity

No	Teacher	Students'
1	Teacher explain about argumentative text	Students' pay attention while the teacher opening the meeting in the class.
2	Teacher give an example of argumentative	
3	text  Teacher asks the students' to write an argumentative text about "Negative Effect of Internet" by using Contextual Teaching and Learning Strategy	
4	Teacher divides students' into small group , each group consist of four persons	Students' sit down with their own that has been divided by the teacher
5	Teacher asks the students' to prepare the teaching material as follows:  3. A piece of paper  4. A pen	Students' prepare all the materials
6	Teacher explain and rule the students' make argumentative text according their experience	Students' pay attention what the teacher said
7	Then the teacher rule collect the students' papers	Students' collect their papers front of the class

## I. Closing Activity

No	Teacher	Students'
1	Techer give the conclusion of the material about argumentative text	Stdudents' pay attention to the teacher explanation
2	Teacher give the greeting	Stdudents' answer the greeting

Medan, Januari 2016

Headmaster

Teacher of English

Subject

Researcher