THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING (CTL) STRATEGY BY USING CLASSROOM BLOG IN IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING ANNOUNCEMENT

SKRIPSI

Submitted in Partial Fulfilment as the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By:

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THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY MUHAMMADIYAH OF SUMATERA UTARA
MEDAN
2018

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Tanggal	Hasil Bimbingan Skripsi	Tanda Tangan
9/10 -2018	chapter 1 s/d V	
	Theory	
	Grammar	
11/10-2018	Chapter IV	
	almost all	
	Chapter V	
	peperacas	
13/10-2018	Chapter V	
	Data analysis	
	peperacas	
	ACC	

Medan, September 2018

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Judul Proposal	:	The Implementation of Contextual Teaching Learning (CTL) Strategy by Using Classroom Blog in Improving the Students' Achievement in Writing Announcement

Dengan ini saya menyatakan bahwa:

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Hormat saya
Yang membuat pernyataan,

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Diketahui oleh Ketua Program Studi
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ABSTRACT

Febriyana. 1402050020. The Implementation of Contextual Teaching Learning (CTL) Strategy by Using Classroom Blog in Improving the Students' Achievement in Writing Announcement. Skripsi. English Faculty of Teachers Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara, Medan 2018.

The objective of the research was to investigate if there is any improvement of apllying contextual teaching learing by using in writing announcement. This research was conducted by applying classroom action research (CAR). There are four steps in conducted this classroom action research, namely: Planning, Action, Observation, and Reflection. It implemented two cycles containing three meetings for each. The subject of this research was students at second grade of SMP Asuhan Jaya Medan of the academic year 2018/2019. The number of students consisted of 25 students.

After doing the research and analyzing the data, the researcher could conclude that Classroom Blog had significantly improved the students' achievement in writing announcement. It was found out that students' score increased from pretest until the test of cycle 1 and test of cycle 2. It is shown from the improvement of the means of students' score namely the mean of test of cycle I (72.3) was higher than the mean of the students' score in pre-test (54.35) and the mean of cycle II (90.8) was higher than the mean of the students' score in test I (63.285). it can be stated that the score continuously improved from the pretest until the test of cycle 2. Classroom Blog can make the learners be active in learning English and also to show their ability in writing announcement. In other words, teaching writing announcement by Classroom Blog is succesfully done and brings good improvement to the students' achievement.

Keywords: Contextual Teaching Learning (CTL), Classroom Blog Writing Announcement.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The aim of writing this study is to fulfilthe requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In resolving this study with the title *"The Implementation of Contextual Teaching Learning (CTL) Strategy By Using Classroom Blog In Improving The Students' Achievement In Writing Announcement",* the researcher faced a lot of difficulties and problems and without much help from the following people, it was imposible for her tofinish it. For that, the writer wants to thanks her beloved father Mhd. Yani and her mother Nurlismanawho had given support both in material and spiritual to complete   her study for the researcher from the first education until the completion of the study. Thanks a lot for their pray and motivation. The researcher got may contribution and guidance from various parties. Therefore, the researcher would like to thanks a lot of to :

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The researcher realizes that study is still far from being perfect.So, the researcher hopes suggestions and comments from all the readers, especially from the students of English Department who want to do a research. May Allah SWT the most almighty always bless all of us.

Medan, Oktober 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning English is becoming more and more important nowdays. Nobody denies that statement. Language is a medium of communication which helps human to convey their ideas, feelings, and thoughtsto the listeners or other people. Language is also reflecting of culture, behaviour, and another situation.

Douglas Brown (2001: 232) states that a study of language includes the four skills, they are listening skill, speaking skill, reading skill, and writing skill. Reading and listening have many parallels and referred to the receptive skills, while speaking and writing are referred to the productive skills. However, productive skills are found more difficult to be achieved by the students. Jeremy Harmer (2001:251) states, that there are a number of reasons why students find language production difficult. The teachers should find ways to help the students get as much out of such activities as possible.

For many English learners, learning to write fluently in English is much more challenging and difficult than learning to speak fluently. Even for Junior High School students, written communications in English becomes much more slowly than spoken communication, since written communication is more formal while spoken communication allows for more mistakes.

Writing skills was found as the most difficult process in language to the students because in writing, they have to organize their thoughts and then write

something decent, think of what they are saying, and also look at the use of words and grammatical structures.

The teachers should create activities to help and encourage the students to sustain their interest in English thourgh varieties aspects as related to teaching, such as songs, plays, humors, and games. To accomplish these, most of the teachers often justify the use of games with reference to the motivation that they can provide for the students. The whole process of teaching and learning as a foreign language should be fun. This self-developing instrution can be enhanced by the use of games in the classroom.

In this case, the researcher realized that the students' achievement is not only affected by their ability and skills in writing but also influenced by the method which is used. Slameto (2010:65) says that "teacher usually teaches using classical way and the students feel bored, sleepy, passive, and only write down on their note. It is mentioned that a progressive teacher will try a new method which can be used to improve the teaching learning process and to motivate students to learn."

Based on the reasons above, the writer chooses the study on title **"The Implementation of Contextual Teaching Learning (CTL) Strategy by Using Classroom Blog in Improving the Students' Achievement in Writing Announcement"**.

B. The Identification of the Study

Based on the background previously states, the following problems are identified as follows:

1. The students feels difficult to writing announcement.

2. The students lack of English vocabulary.

3. The teachers lack of media in teaching English.

C.   The Scope and Limitation of the Study

This study was focused on teaching English at SMP Asuhan Jaya Medan Grade VIII at academic 2017/2018. The limitation is writing announcement by using classrom blog.

D.   The Formulation of the Problem

The problems of this study was:

"Is there any improvement of apllying contextual teaching learing by using in writing announcement?"

E.   The Objectives of the Study

The objective of study was:

"To investigate if there is any improvement of apllying contextual teaching learing by using in writing announcement."

F. The Significance of the Study

The finding of the study was explored to give theoretical and practical significance. Theoretically, the significance of the study was described below:

Theoretically

The writer hope this research can be used as references for the otherwriter who wants to conduct research about teaching writing skill.

1. Practically

a. For the headmaster, the result could increase awareness of teacher and the headmaster performance to effectively the strategy.

b. For the English teachers, suggested to use classroom blog on the students' achievement in writing announcement. To reach the better result, it is better if the English teachers give the topic based on the students' knowledge and to make useful variation in teaching writing especially in narrative paragraph.

c. For the students, suggested that they should practice brainstorming strategy by themselves to increase their achievement in writing and make able to develop their ideas, and then, to adding their knowledge skill about narrative paragraph.

d. For the writer, to improve knowledge about using classroom blog and help improving in the school.

e. For the readers at University of Muhammadiyah North Sumatera Liberary, to enrich readers' knowledge about teaching strategy and writing announcement.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the writer must have some perception on the concept of this study.

1. Achievement

The word "achievement" derives from a verb "achieve" which means: (1) The act of accomplishing or finishing, (2) Something accomplished successfully, especially by means of skill, practice or perseverance, (3) Gain the something, taken from The American Heritage Dictionary of the English Language by Houghton Mifflin.

Bloom's taxanomy (2000: 61) is devided into three large domains: the cognition, the affection, and the psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge. Cognition consist of knowledge, comprehension, application, analysis, synthetic and evaluation. Affection is the changing of behavior that affects someone lies to do something. There are acceptance, sign with the acceptance by using their sense and responds. Psycomotor is the skill to do something, ready to do it based on physic and emotion, self-control and become a habit.

Based on the explanation above, students'achievement is a thing done successfully by the students especially to their effort and skill. Teacher gets the

achievement of the students based on cognition, affection, and psychomotor. In this study, writing concerns with the effective aspect. The achievement on writing is based on the affective skill of the students, using their responds to create or write something decent.

2. Writing

According to Pradiyono (2006:42) states that in writing, the students are encouraged to focus on accurate language use and language development. The objective of teaching writing is to help students learn how to write in various genres. The study focus on writing a text in form of paragraph. Writing is one of the for basic language skills besides listening, speaking and reading. Writing is an important factor for communication. Through writing, the writer can deliver their ideas: What the writer think and feel about something, so that the writer can interact with other people. By writing, the writer can express his or her experience to reader. For example, if we is a passive one, we can use writing as media to deliver one idea. By writing, the writer can tell the reader what they think clearly. And we is not shy to tell our experience because most of the readers do not know who the writer is.

The writing is a tool of communication. It means that in communication, writing is one way to deliver our idea, because by writing, the writer can do communication indirectly, the writer just write their idea on paper. The writer hopes that the reader knows what we mean by writing. By writing, the activity of presenting through an opinion or idea in correct sentence can be done. It is

because writing is an activity that involves our brain to expose a new idea. So, the writer can produce good sentences through the new idea that the writer should be able to produce interesting and understandable writing.

Writing should be interesting for the reader and demonstrate the writer's unawareness of the specific audience for whom she or he writer. Actually, the readers have different background knowledge, age and environment so the writer should consider them before starting to write. For example, if the writer wants to write "The policy of banking", the writer should consider about target reader and their background and knowledge. If the target reader is people who work at the bank, the writer may use banking term in his or her writing, because the readers is familiar with that language (term). So, the writer should use appropriate words for certain kinds of writing. In other occasion, adds that writing is the hardest skill. The reason is probably; the writer should be able to choose the appropriate words that relevant to their target reader and to conduct the idea into paragraph to impress the reader.

Furthermore, Laurer (2005:4) says that writing is processes by which we make meaning of our experience. If the writer have an experience and want to share with others, writing is a media to deliver it. By writing, the writer can tell the reader what does he or she feel, what does he or she do and what does he or she find? If he or she is an expert and he or she does study, he or she can report about his or her study by writing.

Suriamiharja (2002: 2) states is writing an activity which issued to thoughts and feelings with writing. Can is also interpreted writing is to communicate

express thoughts, feelings, and desires to others in writing. Eric Gould, Robert Yanni, dan Smith (2003: 18)writing is a creative act, the act of writing is creative because its requires to interpret or make sense of something a experience, a text, an event. Hargrove and Pottet in Abdurrahman (2005: 239) argues that writing is a visual depiction of the thoughts, feelings, and ideas using the symbols of the writing system of a language for communication purposes or notes. Writing also as a process of self discovering who you are and what you are and what you thought. In the process of writing, people give full shape to their thoughts, their feelings and even their values.

Based on definition previously about writing, it can get conclusion that writing is a tool of communication that presents ideas. The idea can be developed become a paragraph. Writing is also a way to deliver the idea in particular occasion. Before writing, the writer should consider about the reader background. Furthermore, writing is process to tell the reader about the writer experience. It is a hard activity, because we use our brain to think hardly to express idea and to produce a good paragraph. To produce a good paragraph, the writer should know about definition and component of paragraph.

3. Characteristic of Writing

According to Joyce (2001: 17), each of writing should have a characteristic, and characteristic of good writing are:

a. Significant

b. Clear

c. Unfilled and well organized

d. Economical

e. Adequately develop

f. Grammatical

Heaton (1998: 134) defined "skills of writing in the component or main idea" such as:

a. Language skill
The ability to write correctly and appropriate sentences.

b. Mechanical skill
The ability to use those convention peculiar in writing correctly e.g punctuation, spelling.

c. Treatment of content
The ability to think creatively and develop thoughts excluding all irrelevant inform.

d. Stylistic skill
The ability to manipulate sentences and paragraph, ang use the language effectively.

e. Judgement skill
The ability to write in an appropriate manual for a particular purpose with a particular audance in mind together with an ability to selects, organize and order relevant information.

4. Indicator of the Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students' achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

a. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentence. The criteria of scoring as follows:

27-30	Excellent to very good: knowledge able substantive through development of sentence relevant to assigned topic.
22-66	Good to average: Some knowledge able of subject adequate range limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject little substance inadequate development of topic.
13-16	Very poor: does not show knowledge of subject – not substantive not enough to evaluate.

b. Organization

The organization refers to the students' ability to write the ideas, information in logical order. The topic and supporting sentences are clearly attached. The criteria of giving the some use as follow:

18-20	Very good: exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average:adeguate range, occasional error or word, choice but meining confused or obscured
10-13	Fair to poor: limited range, freguent error of words, choice usage, meaning confused or obsecured.
7-9	Very poor: essentially a translation knowledge of vocabulary, word from or not enough to evaluate

c. Vocabulary

Vocabulary refers to the students' ability in using word idiom to express idea logically. The criteria was:

20-18	Excellent to very good: Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register.
15-14	Good to Averange: Adequate range, occasional errors of words/idiom form, choice, usage but meaning not obcursed.
13-10	Fair to Poor: limited range, frequent, errors of words/idiom form, choice, usage but meaning not obcursed
9-7	Very Poor: Essentially translation, little knowledge of English vocabulary, idiom, word from, not enough to evaluate.

d. Language Use

Language use refers to the capability of writing down the sentences either simple, complex or compound sentences correctly and logically. It also refers to the ability to use the agreement in the sentences and some other words such as noun, adjectives and time signals. The criteria are:

25- 22	Excellent to Very Good: Effective complex construction, few errors of agreement, tense, word / order function, articles, pronouns, preposition.
21-18	Good to Averange: some in effective complex construction frequent errors the use of sentences element
17-11	Fair to Poor: major problems in simple/ complex construction frequents of errors of negotiations, agreement, tense, etc.
10-5	Very Poor: usually no material of sentence construction rules dominated by errors, not enough to evaluate.

e. Mechanics

The criteria of scoring mechanics was given below:

5	Excellent to Very Good: Demonstrates mastery of conventions, few error spelling, punctuation, capitalization, writing sentences.
4	Good to Average: occasional errors of spelling, punctuation, capitalization, writing sentences, but meaning not obscursed.
3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization writing sentences, poor hand writing, meaning confused or obscured
2	Very Poor: No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible or not enough to evaluate.

5. Classroom Blog Strategy

Information and Communication Technology (ICT) has an impact on education especially in learning process; from training to appearance, from classroom to place and anytime, from paper to online or channel, from real time to time cycle. Therefore, the current learning that can be learned in the future, then there must be a projection of learning that is needed in the future, so what learn students become skills in the future.

The Internet has offered a complete source of information, providing convenience, speed of access for all users when and wherever located. The Internet offers the facility to the users to send and receive e-mail, chat, facebook, blogging, forums etc. This brings a lot of fun to them because they are actively engaged in fun activities with their friends. So this is an opportunity by teachers or educators, to take advantage of internet and blog-based facilities as a medium for learning in the classroom.

For a teacher, before you start getting your involved in your class blog, you'll need to establish some rules and guidelines, since one of your main aims is, after all, to educate your students on how to interact responsibly online. While we all grow up with technology in this day and age, this does not necessarily mean that everyone knows how to post appropriately online. A quick look at a typical Facebook wall should be enough to showcase that fact. Your class blog needs to set a good example from the outset, and your students must be encouraged to behave appropriately online. For the privacy and wellbeing of both yourself and your students, it is particularly important to set strict rules with regards to the type of personally identifiable information which people can and cannot post. You'll probably want to decide on the most important rules and guidelines for your blog yourself, but there's no reason why it shouldn't become a class activity in itself. The following are some possibilities to help you get started:

1. Your students, their parents and other readers should only be identified by their first names in posts and comments. Additionally, no personally identifiable information, such as street addresses, phone numbers and email addresses should be made public.

2. All comments and posts submitted by your students is reviewed by yourself or another moderator before they get published on your blog.

3. Students should proof-read their comments and posts carefully to avoid spelling and grammar errors and other issues. Additionally, in order to maintain clarity and professionalism, students should be discouraged from

using acronyms, emoticons and other features which tend to be used in text messages and instant messaging programs.

4. Students should stay on topic when commenting on your blog posts, while also being conscious about what they post. The last thing you want is for the comment section for a particular post to devolve into a flame war.

Your blog rules and guidelines should ideally include some general online safety and privacy guidelines as well.

In addition to creating posts, which gradually get lower down the page to the point of being archived as your blog grows, WordPress also allows you to create static pages. These pages are typically accessed by permanent buttons or menus located beneath your blog's header image or in a sidebar. Publishing your blog rules and guidelines on a page rather than in a post make them easier to find. In addition to having a rules and guidelines page, you may also want to have a separate "About our Blog" page.

To create a new page, navigate to "Pages > Add New" in your administrator dashboard. Enter a title and the content for the page, and publish it exactly as you would a normal post. You'll then need to set up links to your new page, though some themes do this automatically by adding links in the header area. In other cases, you can add the Pages widget to your sidebar. To add a link to your page in the sidebar, navigate to the "Appearance > Widgets" section, and drag across the "Pages" widget from the available widgets to the left to the widget area (such as Sidebar) to the right. Enter a title for the widget if you wish, and click "Save".

Links to your blog's pages, including the Rules and Guidelines page, now appear permanently on your blog.

Commenting on a blog post is a very quick and straightforward process, and by default, commenting is enabled for all posts and pages that you create. To leave a comment, you'll need to open your blog and click on the preview of the post which you want to comment on to open the full version. Scroll down to the bottom of the post until you see the "Leave a Comment" (the exact wording may vary depending on your currently active theme) section. Simply write the comment and click "Post". New commenters, by default, be asked to enter their name and email address to submit the comment, however, the address and full name not be made public.

By default, comments only be posted without moderation if its author has already had a comment approved previously. However, since you are operating a class blog, you'll likely want to moderate all comments before they are published. In the WordPress administrator dashboard, navigate to "Settings > Discussion" and check the box beside "Comment must be manually approved" before clicking "Save Changes" at the bottom of the page. You can manage, delete and approve comments from the "Comments" section in your dashboard.

You can also disable comments for specific posts and pages, and you'll probably want to do this for your Rules and Guidelines page. Navigate to "Pages > All Pages," mouse over the page and click "Edit". Click the "Screen Options" button in the top-right and check the box beside "Discussion". Scroll down the page, and uncheck the box beside "Allow comments"

6. Announcement

One of short functional texts that students should master is announcement text. Based on the Oxford dictionary, announcement is: (1) a statement in spoken or written form that makes something known publicly, (2) the action of announcing something.

Mustriana and Kurniawati (2005:94) state that "an announcement is something said, written or printed to make known what has happened or what happen. In writing an announcement, include the title/type of event, date/time, place, and who to contact".

Honig (2001: 34) mention some important things about a good announcement. "An announcement should include *what, when, where*, and *who*. Often it includes *why* and *how*. An announcement should be brief."

Meanwhile Hammar (2007: 24) state that "every announcement, whether it is spoken or written, should answer five questions." The five questions are as follows:

1. Who is giving the program or exhibit?
2. What kind of program or exhibit is it?
3. When it be held?
4. Where it be held?
5. Who is invited to come?

Here is the example of the announcement by Hammer (2007:24):

The fifth grade is having an exhibit in Room 207 at two o'clock next Friday afternoon, November 21, 1952. We call it "Traveler's Show."

Come travel with us by railroad, ship, or bus to several interesting cities. All pupils are invited to come.

The example of announcement above is a good announcement. It also answered the five questions.

1) Who is giving the program or exhibit? The fifth grade students.

2) What kind of program or exhibit is it? Traveler's Show.

3) When it be held? On November 21, 1952, at two o'clock next Friday afternoon.

4) Where it be held? In Room 207.

5) Who is invited to come? All pupils.

From the definition above, we can conclude that announcement is a statement in spoken or written form that makes something known publicly. It is kind of information or news. An announcement should be brief but it is clear and interesting. A good announcement should answer *what, when, where*, and *who*. Often it includes *why* and *how*. The examples of announcement are announcement about giving the news of a birth, a wedding, or other events.

The Example of Announcement

To: All students of SMP Asuhan Jaya Medan

Tomorrow is anniversary of our school. We will make many activities. Each class must send min 2 students in each activities. Please don't late tomorrow. Then will be held on:

Date: Saturday, August 25th 2018

Time: 7.00 am

Place: Hall of SMP Asuhan Jaya Medan

Thanks for your attention

The example of announcement above is a good announcement. It also answered the five questions.

1. Who is giving the program or exhibit? All students of SMP Asuhan Jaya Medan

2. What kind of program or exhibit is it? Anniversary school

3. When will it be held? On August 25, 2018, at seven o'clock Saturday orning.

4. Where will it be held? In Hall of SMP Asuhan Jaya Medan

5. Who is invited to come? All Students

From the definition above, I can conclude that announcement is a statement in spoken or written form that makes something known publicly. It could be kind of information or news. An announcement should be brief but it is clear and interesting. A good announcement should answer what, when, where, and who. Often it includes why and how. The examples of announcement are announcement about giving the news of a birth, a wedding, or other events.

7. Relevant Study

There were some researches which have been conducted in line with this topic. Gitaningrum (2011) conducted a research entitled "Developing

Announcement Multimedia Material to Teach Written Short Functional Text in Junior High School Level". This research was applied for junior high school students grade seven for teaching short functional text especially announcement text. The media that were used are multimedia materials which contain announcement. She used these media because they can be used in two-way communication. The research that she had done showed that multimedia materials could engage students' attention and helped them in learning writing announcement text.

Amaliana (2009) conducted a research entitled "The Use of Wall Magazine as a Medium in Motivating Students' Writing Skill to the Second Year Students of SMP N 19 Semarang in the Academic Year of 2008-2009". In this research she used wall magazine to teach writing. The result of the research showed that wall magazine was effective to teach writing. It is seen from the conclusion that most of the students (74% of the total students) were motivated by the wall magazine to make a good writing. Nearly similar to the use of wall magazine, Gallery Walk technique also uses a paper that is attached on the wall like a gallery.

Similar to Amaliana (2009), Palupi (2011) also conducted an action research entitled "Classroom Magazine as a Project Work to Motivate Students to Improve Their Writing Skill". The object of the study was the second grade students of SMA N 11 Semarang. The result of the study showed that there was an improvement after they were given the treatment. It is seen from the comparison between the result of pre-test and the test of cycle II. The result of the test of cycle

II was higher than the result of pre-test. Shortly speaking, the method of the implementation of classroom magazine was effective to improve their writing skill.

The other research was conducted by Ardi (2011). Her action research entitled "Improving the Students' Writing Skill through Cooperative Learning" used small group discussion to teach writing at junior high school grade eight. The finding of her research showed that using small group discussion could solve writing problems. It is seen from the average score. Her research consisted of two cycles. The average score of pre-test was 63 and it was under passing grade. After it was given the treatment, the mean score of the first post-test was 72 and the mean of the second post-test was 78. It means that using small group discussion is giving improvement toward the students' writing.

B. Conceptual Framework

Writing is challenging and complicated, actually. It concerts many elements such as the content, grammar, vocabulary, form, cohension and coherence, specific structures for each genre and functional text. Sometimes, they always afraid wrong in their write or they do not confidence with themselve and they got difficulties to develop their writing. So that, there is some factors such as they do not know about what the tense must to use when they write. Their vocabulary is very less. Many teachers made their students are going bored and uninterested in writing. It made them could not write effectively. Some of teacher has not found appropriate strategy in teaching writing. They still used step to teach write a

narrative paragraph to students. It is more comfortable for the teachers if they teach write by applying imaginative strategy and simple step which can make them fell like writing. We used classroom blog to see an achievement from our students in order to they can to write announcement with see simple sentence and they can to share their experience at last by writing with their own.

C. Hypotesis

The hypotesis in this thesis is the Contextual Teaching Learning can improve the students' achievement in writing announcement by using Classroom Blog.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by applying classroom action research (CAR). There are four steps in conducted this classroom action research, namely: Planning, Action, Observation, and Reflection. It implemented two cycles containing three meetings for each.

1. The First Cycle

1.1 Planning

Planning is arrangement for doing something. In planning it is considered everything that is related to the action that have done and it is also prepare everything that is need in teaching and learning process. There are many activities that was done in planning, they are:

a. Conducting the pre-test as the instrument to know students' basic skill in writing achievement before giving the treatments.

b. Preparing and making media that are need when doing the scenario of teaching learning.

c. Preparing and designing the writing material that is used as long as the cycle which refer to the textbook use or other relevant textbook.

d. Preparing the interview, questionnaire and observation sheet that are us to know students' reaction and class condition as a whole, and also to see the

development that is existing since applying writing achievement through riddle.

e. Determining the collabulator who help the researcher to do the research to analyze the weakness in learning process and to reflect the result of teaching learning process.

f. Planning and designing the implementation model of teaching learning scenario of riddle game.

g. Preparing the assignment need.

1.2 Action

Action is the process of doing things. It is the implementation of planning. The researcher should be flexible and welcome to the situation changing in school. Thus, the action should be dynamic, need immediately decision for what are done and complete simple evaluation. In this phase, the researcher is done everything that he has been plan. The students are teach through riddle game about writing achievement. After that, the students ask to memorize writing by using riddle game. Here are the activities:

Table 3.1

Table of Activities Observed : Teaching- Learning Process

Activities	Out put
1. Conducting pre test	1. Knowing students' basic skill in writing achievement before giving the treatments.
2. Explaining the importance and the way to memorize easily.	2. Understanding the importance and the way to memorize easily.
3. Giving a text with an image which are relate to the text, then ask the students to read the text aloud and carefully to see the students ability in writing (pronounciation also).	3. Identifying the text and read the text aloud.
4. Explaining how to relate and combine the images to the text.	4. Relating and combining the images to the text to develop some writing from the pictures.
5. Asking the students to open up their dictionary, and then find out the difficult words.	5. Find out the difficult words in dictionary.
	6. Find out some writing from the text and exchanging students' ideas to find out the writing.
6. Asking the students to discuss what they have done and asking the students to find out the writing relate from the text and the images.	7. Knowing the improvement of their achievement in writing.
7. Conducting post test.	

1.3 Observation

Observation is doing to record the process during teaching and learning process. Besides that, the observer observes the technique that is using by the researcher in order to give the comprehension and improvement of the result learning to the material given. It is about the behaviour, attitude, and all the activities given doing the action. There are the observation is doing also to known improvement the students behaviour.

1.4 Reflection

Reflection is a feed back process from the action that has been done. It is very necessary to help the researcher to make the decision for what does or revise. In this phase, the researcher take the feed back of teaching and learning process from the result of the observation. Dealing with the purpose of the research to improve the students' writing achievement, the researcher on everything that he has been done and make some conclusions. For the result is conclude that riddle game could increase motivation, interest, affectivity and the efficiency and the most important part is the improvement of writing achievement of student's.

It is important to master these four steps before conducting the research. These four steps in action research formed a cycle. In cycle I, the students still have many difficulties in mastering writing. It shows from their score in the first cycle, of the students cannot get 70 points. So the researcher continuous to cycle II. Some possibilities about the students difficulties and problem find doing the cycle I.

Another reason for deciding to conduct the second cycle is the data from the questionnaire, diary notes, and observation sheet. Base on the questionnaire and observation sheet, there is find out that the students still have problems in mastering writing because they do not know the meaning of each word. So, they cannot comprehend the text. They also have some difficulties in memorizing the writing. Base on the diary notes. Some of them always ask their friend about the test and they still confuse to answer the test from the text, it cause the students feel boring while the teaching learning process.

The Process of Action Research (Adapted from Hopkins, 2009: 150)

Plan

Cycle 1

Action/observation

Plan

Revised

Plan

Cycle 2

Reflective

Action/observation

Revised
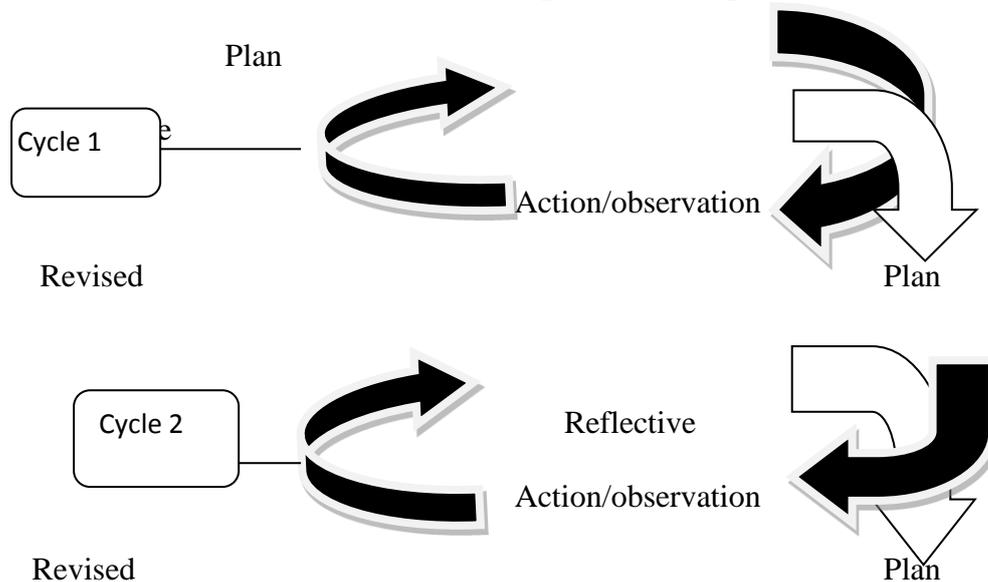
Plan

2. The Second Cycle

2.1 Planning

1. Prepared the lesson for three meetings

2. Developed the scenario of teaching and learning in the classroom

2.2 Action

Acting is the process of doing. It is the implementation of palnning so in this phase, researcher conducted to everything that has been planned in teaching and learning process.

2.3 Observation

In this phase, researcher abserved all the situation or condition that is happened during the process of teaching and learning. Researcher also observed the attitudes while teacher explain the lesson.

2.4 Reflection

Reflection is the feedback process from the action that has been done. From the result of observation, researcher analyzed that the problem that exIst, find the cause of problem and made a conclusion.

B. Subject of Research

The subject of this research was students at second grade of SMP Asuhan Jaya Medan of the academic year 2018/2019. The number of students consisted of 25 students.

C. The Instruments of Research

This study was collected quantitative and qualitative data. Quantitative is to describe what can be countered or measured and is considered in objective way. While, qualitative is generally used to describe data that are not receivable being counted and measured in an objective way, therefore subjective.

The quantitative data is collected through students' scores from writing test which is administrated by the researcher. The students is asked the correct answer in essay test. In qualitative data, the researcher used observation sheet that is used to collect the data as qualitative data.

1. Observations sheet is used to identify all the conditions that happened during the teaching and learning process. It is expected that required data of the researcher is achieved to be analyzed.

2. Diary note is used to save the observations result of the students during the research and it is written daily. The researcher is used diary note all result of

observations which contained evaluation about the class, progress of project, material that is given.

3. Interview sheet is used to know the feelings, problems and other conditions of the students or to collect information about students' attitudes, perception, and point of view in learning English.

D. The Techniques for Collecting Data

The get the accurate data, in this study the writer used the test in the collecting the data. The test was given to know if there is any improvement of apllying contextual teaching learing by using in writing announcement.

E. Techniques of Analyzing Data

This research is qualitative and quantitative data. The qualitative data is use to describe the situation during the teaching process and the quantitative data is use to the score of the students. The qualitative data and analyzing from the diary notes, observation sheet, questionnaire sheet and interview. The qualitative data is analyzing by computing the score of writing test.

To know the development of the students' score for each cycle, the mean of the students are computed and to categorize the master students.

$$X = \frac{\sum X}{N} \text{ x } 100\%$$

Where:

X = the mean of the students

$\sum X$ = the total score

N = the number of the students

To categorize the number master of students the researcher uses this following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where:

P   = the percentage of students

R   = the number of the students who get the point above

T   = the total number of students who do the test

CHAPTER IV

THE DATA AND ANALYSIS

A. The Data

This research involved quantitaive and qualitative data. The quantitative data were obtained from the test and the qualitative data from obsevation sheet. The data were taken from a class which consisted 25 students.

This research consisted two cycles. The first including Pretest and Cycle I that was conducting in three meeting and the second cycle including Cycle II was conducted in three meetings, so these were seven meetings altogether.

1. The Quantitative Data

The quantitative data were taken from the test results which were carried out in two cycles, each cycle consisted of three meeting, therefore, there were six meetings totally conducted during the research. A test was given to the students at the end of the teaching and learning process in every meeting.

Table 4.1
The Score of Students in Class VIII

No	Students Name	Score	Value	Description
1	AM	8	40	Unable
2	AM	14	70	Able
3	AR	11	55	Unable
4	AAT	9	45	Unable
5	EF	11	50	Unable

6	HT	14	70	Able
7	HA	10	50	Unable
8	LB	7	35	Unable
9	MAF	8	40	Unable
10	MRS	14	70	Able
11	MS	7	60	Unable
7	MP	9	45	Unable
13	NE	10	50	Unable
14	NEP	11	55	Unable
15	RA	14	70	Able
16	RRI	7	35	Unable
17	RF	14	70	Able
18	SB	13	65	Unable
19	S	14	70	Able
20	SRA	7	60	Unable
21	SS	11	55	Unable
22	S	10	50	Unable
23	VDY	14	70	Able
24	ZR	10	50	Unable
25	GR	7	60	Unable
	Total		1390	
	Average		55.60	

				7 (28.00%)
	Able (percent)			7 (28.00%)
	Unable			18 (72.00%)

Based on the result of the pre test, the students average score were 55.60. And number of students able 28.00% (7 students) and number of students unable 72.00% (18 students).

The finding of the Students Frequency at Pre Test can bee seen in Appendix 5. The diagram shows that there were 7 students or 28.00% of the sample who were regarded as able, meanwhile the students who were categorized as an unable were 18 students or 72.00%. From the data obtained, it may conclude that the second year students class VIII have a bad score, so to improve the students score in writing announcement test the researcher applying Classroom Blog as a technique for increasing their writing announcement.

The Students Ability at Test 1 at Cycle I can bee seen in the Appendix 6. Based on the result of the pre test, the students average score were 65.2. And number of students able 62% (24 students) and number of students unable 38.5% (15 students).

The finding of the Students Frequency at Test 1 in Cycle I can bee seen in the Appendix. The table and diagram shows that there were students 15 or 38.5% of the sample who were regarded as able, meanwhile the students who were categorized as an unable were 24 students or 62 %. From the data obtained, it may conclude that the second year students class VIII have a bad score, so to improve

the students score in writing announcement test the researcher applying Classroom Blog as a technique for increasing their writing announcement.

The Finding of the Students Ability at Test 2 in Cycle I can be seen in the Appendix 8. Based on the result of the pre test, the students average score were 72.56. And number of students able 74.4% (29 students) and number of students unable 25.6% (10 students).

Finding of the Students Frequency at Test 2 at Cycle I can bee seen in the Appendix 9. The table and diagram shows that there were 29 students or 74.4% of the sample who were regarded as able, meanwhile the students who were categorized as an unable were 10 students or 25.6%. From the data obtained, it may conclude that the second year students class VIII still havemany students get a bad score < 70 points, so to improve the students score in writing announcement test the researcher applying Classroom Blog as a technique for increasing their writing announcement.

The finding of the Students Ability at Test 3 in Cycle I can be seen in the Appendix 10. Based on the result of the pre test, the students average score were 79.23. And number of students able 100% (25 students) and number of students unable did not find.

Finding of the Students Frequency at Test 3 at Cycle I can be seen in the appendix 11. The table and diagram shows that there were 25 students or 100% of the sample who were regarded as able, meanwhile the students who were categorized as an unable did not find. From the data obtained, it may conclude

that the second year students class VIII 2018/2019 Academic Year were improve in learning writing announcement by applied Classroom Blog.

The Finding of the Students Ability at Test 1 at Cycle II can be seen in the appendix 7. Based on the result of the pre test, the students average score were 84.74. And number of students able 100% (25 students) and number of students unable did not find.

The Finding of the Students Frequency at Test 1 at Cycle II can be seen in the appendix 13. The table and diagram shows that there were 25 students or 100% of the sample who were regarded as able, meanwhile the students who were categorized as an unable did not find. From the data obtained, it may conclude that the second year students class VIII 2018/2019 Academic Year were improve in learning writing announcement by applied Classroom Blog.

The finding of the Students Ability at Test 2 at Cycle II can be seen in the appendix. Based on the result of the pre test, the students average score were 90.64. And number of students able 100% (25 students) and number of students unable did not find.

The finding of the Students Frequency at Test 2 at Cycle II can be seen in the appendix 15. The table and diagram shows that there were 25 students or 100% of the sample who were regarded as able, meanwhile the students who were categorized as an unable did not find. From the data obtained, it may conclude that the second year students class VIII 2018/2019 Academic Year were improve in learning writing announcement by applied Classroom Blog.

Finding of The Students Ability at Test 3 at Cycle II can be seen in the appendix 16. Based on the result of the pre test, the students average score were 97.05. And number of students able 100% (25 students) and number of students unable did not find.

The Finding of the Students Frequency at Test 3 at Cycle II can be seen in the appendix 17. The table and diagram shows that there were 25 students or 100% of the sample who were regarded as able, meanwhile the students who were categorized as an unable did not find. From the data obtained, it may conclude that the second year students class VIII 2018/2019 Academic Year were improve in learning writing announcement by applied Classroom Blog.

The Improvement of Students Score at Pre Test Cycle I and Cycle II can be seen in the appendix 18. The result showed the improvement of the students score from the pre-test to second cycle. The pre- test only 28.00%(twelve students) who got 70 points. The first cycle was 64.1 %(twenty five students) who got 70 points it means there was an improvement about 33.3 %.

In the second cycle there was 100% who got 70 points the improvement was 35.9%. it can be concluded that Classroom Blog could apply in teaching learning writing announcement.

2. The Qualitative Data

It has been explained before that the qualitative data were taken from observation sheet. The observation sheet showed the most of the students were active and enthusiastic in writing announcement through Classroom Blog. It can

be seen in appendix.Based on the qualitative data that were taken during the application of Classroom Blog, the researcher concluded that the students enjoyed in studying writing announcement. The diary note showed their good response after teaching and giving those technique and media during teaching learning process. It can be seen in appendix

The observation sheet showed most of the students were active and enthusiastic in writing announcement through Classroom Blog. Last, showed their good response after teaching and giving those technique and media during teaching and learning process.

Table 4.2
Table the Observation Sheet

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
Self/ the researcher as the Teacher	- The teacher explains the lesson about Classroom Blog	√		√	
	- The teacher give the students a chance to ask about Classroom Blog and media provided.		√	√	
	- The teacher asked one of the students who were able to memorizing well		√	√	
	- The teacher observes the discussion process	√		√	
	- The teacher motivates students to show their best to memorize their writing announcement		√	√	
Students	- The students listen/ pay attention to the teacher explaining about Classroom Blogin front of the class	√		√	
	- The students deliver question when the teacher gives them chance the deliver questions		√	√	
	- The students ask the teacher about Classroom Blog provided		√	√	

context		1	2	3	4
context	- The students ask the teacher about Classroom Blog steps which was unclear for them		√	√	
	- All the students come to follow the test	√		√	
	- The student use dictionary to help them to speak English	√		√	
	- The students feel intrested in the question provided		√	√	
	- The students always get out and get in classroom during teaching learning process		√	√	
	- All of the students collect questionnaire sheet	√		√	
	- The classroom was far from crowded	√		√	
	- The classroom was comfortable	√		√	
	- The classroom was noisy		√		√
	- The classroom was pleasant		√		√
	- The classroom was peaceful		√		√

Table 4.3
Diary Notes
(A) Very easy (B) Easy (C) Difficult

No	Questions	A	B	C	Number	Word
1	Before you know the Classroom Blog, how do you think about writing announcement in English?	0	4	35	25	Difficult
2	Before you know the Classroom Blog how do you find	0	6	33	25	Difficult
3	After you know the Classroom Blog, how do you think of writing announcement in English?	32	7	0	25	Very Easy
4	After you know the Classroom Blog how to find the clue from the question?	35	5	1	25	Very Easy
5	What do you think of the Classroom Blog in English?	37	2	0	25	Very Easy

B. The Data Analysis

1. The Analysis of the Quantitative Data

Seven meeting were conducted in this research and one of them was for the pre-test. The researcher gave writing announcement Cycle In each meeting. In first meeting the researcher gave the test, it found that the students score was very low. From the result of the data, it was found that mean of the students was 55.60. After the researcher know the students score, the researcher implement Classroom Blog in teaching learning process.

The increase shows that through Classroom Blog, students were able to improve their writing announcement. The result can be seen in appendix B. The mean of the students' score in the last meeting was the highest of all meeting, so it can be said that the students' writing announcement achievement Classroom Blog increased.

Therefore, it could be concluded that the use of Classroom Blog could improve students' writing announcement achievement. The calculation based on table showed can be seen in appendix B. It means that the score had shown he improvement from the first meeting to sixth meeting.

1. The highest and the lowest score of the first cycle were 80.00 and 63.33 points

2. The highest and the lowest score of the second cycle were 95.00 and 81.66 points

3. The total score of the first cycle was 2821.59 and in the second cycle were 3543.18 So, the total score of the second cycle was higher than the first cycle. The improvement the students' score in writing announcement by applying Classroom Blog game could be seen from the mean of the students' score during the research, the researcher applied the following formula:

$$X = \frac{\sum X}{N} \text{ x } 100\%$$

Where:

X $\quad$ = the mean of the students

$\sum X$ $\quad$ = the total score

N $\quad$ = the number of the students

In pre-test, the total score of the students was 1390.00 and number of the students was 25, so the mean was:

$$X = \frac{2120.00}{25} = 54.35\%$$

In test of cycle I, the total score of the students was 1984.01 and the number of the students was 25, so the mean was:

$$X = \frac{2821.59}{25} = 72.30\%$$

In test of the cycle II, the total score of the students was 3453.18 and number of the students was 25, so the mean was:

$$X = \frac{3453.27}{25} = 90.8\%$$

The mean of the students'score in the cycle II was the highest of all meeting, so it could be said that the students' writing announcement by used Classroom Blog increased from 55.60 to 90.8 the number of master students was calculated by applying formula

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

Where :

P   = the percentage students who get the point 70

R   = the number of the students who get the point up 70 point

T   = the total number of students' who do the test

P1   = the percentage of the students who got point 70 to 100 in pre test

P2   = the percentage of the students who got point 70 to 100 in cycle I

P3   = the percentage of the students who got point 70 to 100 in cycle II

The percentage of the improvement of students' writing announcement could be seen as follows:

$$P1 = \frac{12}{25} x100 = 30.8\%$$
$$P2 = \frac{21}{25} x100 = 64.1\%$$
$$P3 = \frac{25}{25} x100 = 100\%$$

The result showed the improvement of the students score from the pre-test to second cycle. The pre- test only 28.00%(twelve students) who got 70 points. The first cycle was 64.1 %(twenty five students) who got 70 points it means there was an improvement about 33.3 %.

In the second cycle there was 100%(thirty nine students) who got 70 points the improvement was 35.9%. it can be concluded that Classroom Blog could apply in teaching learning writing announcement.

2. Analysis of Qualitative Data

2.1 The Situation and Background

It has been explained before that the qualitative data were taken from the observation sheet. The observation sheet showed the most of the students were active and enthusiastic in writing announcement through Classroom Blog. It can be seen in appendix. Based on the qualitative data that were taken during the application of Classroom Blog, the researcher concluded thet the students enjoyed in studying writing announcement.

1.2 The Data of First Cycle

The first cycle was done in three meeting, as follows

1. Planning

   Plan means program of action that was done. Plan was needed to arrange and prepared everything that everything that was need in action stage. It was prepared as a handbook for the teacher which was used in the classroom to

show the action. In this step, we think and consider what action was done, what the method was applied, what materia was provided.

2. Action

Action was the process of doing something. It was the implementation of planning. In this step, the scenario of teaching and learning writing announcement through Classroom Blog designed and implemented in the process of teaching and learning in the classroom.

3. Observation

Observation was the most important thing to get the information of action during the teaching learning process. Observation was done while the action was being done. It was done to all students' activities, participant, class events and climate. Both teacher' and students' behavior were observed by collaborator in observation sheet. It was necessary to know about the students' attitudes but also collect data. In this case, the writer observed the students' problem.

4. Reflection

Reflection was a feedback process of the action. It was used to help the teachers make decision because the reflection was done in order to anlyze the situation and make conclusion what do next. In this phase, the reseracher reflected on everything that had been done in the first cycle and made conclusion. The reflecting process was based on the data, written test, and observation sheet. If the result did not reach the goal deermined, the second cycle was done.

1.3 The Second Cycle

The teacher did the second cycle because the result o teaching process did reach the goal determined. The purpose of the second cycle was to improve or prove the data in the first cycle. The second cycle also consists of the four steps such as: plan, action, observation and reflection.

In this second cycle, there were some activities would be done , they were : (1) identifying the new problems in the first cycle based on the result of evaluation and reflection in the first cycle. (2) Revising and improving the scenario of the teaching and learning process by applying Classroom Blog, (3) Revising the lesson plan, (4) Preparing the student's assignment,(5) Designing the obeservation sheet.

C. The Research Finding

The result of the research indicated that there was an imrovement on the students' writing announcement by applying Classroom Blog. After collecting data, the mean of the pre-test was still low (55.60) and then it was done cycle I. After dooing the action by applying who am I game in cycle I, the result of the first had increased from the pre-test (72.3) . Then, after giving action in cycle II, the result of the second competence test had increased significantly from cycle I (90.8). it implied that applying Classroom Blogs in teaching writing announcement was effective as it could improve the students writing announcement and also helped teacher to teach reading,writing,listening and speaking in English.

The qualitative data that were taken from questionnaire sheet also showed that the students' interest in English learning because they could share their knowledge in answer the question in English subject. The qualitative data that were taken from diary note also showed that the students' interest in English learning because they could share their knowledge in answer the question in English subject.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After doing the research and analyzing the data, the researcher could conclude that Classroom Blog had significantly improved the students' achievement in writing announcement. It was found out that students' score increased from pretest until the test of cycle 1 and test of cycle 2. It was shown from the improvement of the means of students' score namely the mean of test of cycle I (72.3) was higher than the mean of the students' score in pre-test (55.60) and the mean of cycle II (90.8) was higher than the mean of the students' score in Cycle I (63.285). it can be stated that the score continuously improved from the pretest until the test of cycle 2. Classroom Blog can make the learners be active in learning English and also to show their ability in writing announcement. In other words, teaching writing announcement by Classroom Blog was succesfully done and brings good improvement to the students' achievement.

B. Suggestions

In relation to the conclusions , suggestions were put forward as followed:

1. The English teacher should use Classroom Blog in teaching writing announcement, because by using this technique they can be more enjoyable in memorizing the words and hopefully the words was remmebered for long time.

2. The English teachers should be more creative for applying teaching strategies, especially in teaching writing announcement.

3. The students were suggested to have practice this technique, because this technique was an attractive technique. The students was not bored in memorize the writing announcement by using this technique, it was a way for the students to increase their writing announcement achievement.

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