

## Improving Students' Ability in Writing Descriptive Text Through Contextual Teaching and Learning Approach

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**Abstract:** Contextual Teaching and Learning Approach is a holistic educational process that aims to motivate students to understand the meaning of the subject matter being studied by connecting the material to the context of their daily lives so that students have knowledge/skills that can be flexibly applied (transferred) from one problem/context to another. This study aims to determine the improvement students' ability in writing descriptive texts through CTL and the advantages of using the CTL approach. Contextual Teaching and Learning techniques to teach descriptive writing is proven to be helpful in increasing student progress. Therefore, this study uses a qualitative research approach as a research strategy, so a literature review will be used. Based on these data, the training approach is effective in developing descriptive text writing skills, with the results of the activities covering library data collection methods, reading and taking notes, and material management. The results of this study reveal a number of advantages of CTL. This includes, involving students in writing activities; improve students' enthusiasm to engage actively in writing classes; assist students in constructing their writing; assist students in problem solving; give a venue for students to communicate or discuss with their classmates; and assist students in summarizing and reflecting on lesson content. It can be concluded that The contextual approach is a very appropriate vehicle for teachers to empower the potential of students according to the needs and the school environment and their lives. According to these findings, it is suggested the CTL can be used in the classroom to improve students' descriptive text writing skills.

**Keywords:** Contextual teaching and learning, Descriptive text, Teaching writing

## INTRODUCTION

Nowadays, English has evolved into an international language that plays critical functions in people lives. It's essential to the study and perfect in order to interact effectively with individuals from other nations. Furthermore, if we have already learned it, it will have a significant impact on our lives (Siregar & Dongoran, 2020). English can assist us succeed in the globalization period, when job marketing rivalry is fierce, therefore we must utilize it as a medium in communication.

Communication is very important in human life. Without communication, human interaction will not occur. Humans will appear to live alone. In essence, humans are social creatures who can never live alone without the help of others. Language is very important in communication (Vasarhelyi, 2017). The message conveyed can be in the form of expressing ideas

or feelings both orally and in writing. The students' written communication skills are writing skills. In the Education Unit Level Curriculum, what is meant by writing skills is the ability to express thoughts, ideas, ideas, opinions, approvals, desires, convey information about an event, and others through written media accompanied by linguistic aspects in the form of diction (choice of words) as well as with effective sentences (Sari, 2018). Through learning about writing descriptive paragraphs, students are expected to be able to develop their skills in writing paragraphs because it is very useful both in the development of knowledge and in students' self-development. The reality in the field is that students tend to be reluctant to develop their abilities in writing paragraphs and students still have difficulty conveying ideas in written language.

English is an international language used by all countries around the world, therefore

learning English as an obligation. English as an often considered the world's most important language, with a wide range of applications in disciplines such as communications, finance, education, technology, and politics.

### Teaching Writing Descriptive Text

As a developing country, Indonesia's capacity to write is becoming increasingly vital, as is the function of second and foreign language in education (Weigle, 2002). Interactions between individuals all over the world across languages are becoming increasingly important and require specialized skills to cope with. As a result, the capacity to write in a second or even a foreign language in the educational area is justified in order to assist the student in meeting the worldwide demands of those vital competencies. Writing as a productive skill is critical in language development. Writing as a method of communication assisted people in conveying meaning and properly understanding the substance of sending messages (Nasional et al., 2017). Given the significance of writing in language learning and the centrality of English in daily interpersonal contact, teaching writing is essential for providing students with the ability to write successfully in English (*Academic Writing - Google Books*, n.d.). Writing is a method of thinking. Thinking requires us to get words out of our thoughts and into paper.

Early learning is a very important beginning taught in schools so that students can be involved in reading and writing activities. Without having the ability to write adequate text from an early age, students will have difficulty learning at a later stage. Writing skills are the skills to express ideas, ideas, feelings in the form of language so that other people who read can understand the contents of the writing well (Fitriani et al., 2019).. Learning English is directed so that students are able to communicate, both orally and in writing. The ability to write descriptive text can only be obtained and mastered through practice and practice. The ability and skills to write texts are the result of the teaching and learning process and practicing. For writing skills, it is not enough to learn grammar and learn knowledge of writing theory, but to grow through the training process. teaching methods are very influential on the results and objectives of teaching. The suitability of the use of teaching methods with programmed learning

resource components will determine the success or failure of student learning outcomes (Meisuri, 2013).

One of the genres in writing texts is descriptive text. It is taught by a teacher in order for students to learn how to explain themselves and their surroundings in a straight forward manner (Liza & Refnaldi, 2013). Many students, on the other hand, struggle to create descriptive texts because their teacher just teaches the basic structure and procedure for producing descriptive texts; the teacher does not employ any novel methods or approaches to instruct the students (Meisuri, 2013). According to the assertions above, descriptive writing strives to describe people, places, animals, and other items in order to provide information about their traits and qualities (Syarofi et al., 2018). It then assists the reader in imagining what the text is about.

### Contextual Teaching and Learning Approach

Contextual Teaching and Learning Approach is a learning style that might assist pupils to acquire knowledge. CTL is another alternative learning approach in which pupils are urged to learn via experience and memorization. The contextual approach encourages the active role of students in learning, so that students can learn effectively and meaningfully (Indrilla, 2018). Contextual teaching and learning is a learning strategy that allows students to apply their understanding and academic talents in a variety of situations both within and outside of school to solve simulative and real-world problems, both independently and collaboratively. This learning gives students additional opportunity to do, try, and experience things for themselves (learning to do); students are no longer merely passive listeners. This learning promotes genuine knowledge and experience (real world learning), high-level thinking, student-centered, active, critical, creative students, problem solving, students learning enjoyable, fun, not boring (joyful and quantum learning), and utilising multiple sources of information.

Contextual Teaching and Learning Approach, discovered by Dewey (1916), is one approach that emphasizes the process and content of writing. Students will certainly be able to learn English easily and fun when they learn it with something that is close to their environment, close to their daily activities and done with a

typical method that children like. Therefore, teachers/teachers must prepare themselves with settings, class management themes/learning topics, learning resources, media and learning activities, language skills to be the focus of learning, and evaluation of student learning.

Contextual Teaching and Learning (CTL) strategy is a strategy that fully involves students in the learning process. Students are encouraged to study the subject matter according to the topic to be studied. Learning with a contextual approach requires students who learn to be active and creative. Learning in the context of CTL is not just listening and taking notes, but learning is a hands-on experience process. Through this experienced process, it is hoped that student development will occur as a whole, which will not only develop in the cognitive aspect, but also in the affective and psychomotor aspects (Literat & Indonesia, 2020).

## METHOD

There is also the option of doing a literature review as part of this study. The literature review technique is a way of gathering library data, reading and taking notes, and organizing materials. Each research, we add, conducts a literature review with the primary goal of gaining and developing theoretical underpinnings, frames of thinking, and so on. So that we can categorize, allocate, arrange, and use a wide range of libraries in their respective disciplines. The qualitative technique is used in this paper's investigation. Denzin and Lincoln (1994) claim that their Handbook of Qualitative Research has evolved over time. Qualitative research is a global movement that benefits a specific audience. This involves the clarity of the explanation, as well as the appropriate content. They transform the world into a sequence of images, which include field notes, discussions, dialogues, photographs, recordings, and notes for individuals. Meaning: scholars investigate regular groups of objects, attempt to generate intelligence, or comprehend occurrences in terms of creating the people they produce (Creswell, 2007).

The purpose of this study is to examine how the Contextual Teaching and Learning Approach (CTL) improves students' ability to write descriptive texts. According to this description, the purpose of this study was to investigate how the employment of the CTL

method might support the activity of producing descriptive text from the students' point of view. Furthermore, the findings of this study were utilized to describe the special phenomena of applying the CTL strategy to increase students' writing capabilities. As a result, a literature review or review will be employed as a research approach. A literature review is conducted by performing surveys on numerous scientific sources, such as journal articles regarding a specific topic. This method was chosen because it can give an in-depth knowledge of how to increase students' capacity to create descriptive text using a contextual teaching and learning strategy (CTL) (Satriani et al., 2012). The author begins the research by providing an overview of the study before moving on to explain the definition of each variable employed. Educational science research investigates the fundamentals, ideas, and concepts, as well as the history of their development.

## RESULTS AND DISCUSSION

Contextual teaching and learning is a learning concept that enables students to create connections between their knowledge and its application in their lives as family and community members by assisting teachers in relating the content being taught to students' real-world experiences. Contextual learning methods are not exclusive; they may be coupled with other learning models such as discovery, process skills, experiments, demonstrations, debates, and so on. The contextual method can produce good learning if the instructor is capable of carrying out creative and innovative learning. Students can become the center of learning activities rather than the instructor, who is merely one of the resource individuals in the learning process. As a result, the teacher's job is limited to being a motivator and facilitator in enhancing student excitement via the use of various tactics, resources, and media.

Learning by applying contextual methods does not only come from the teacher, but is also supported by the activeness of students during the implementation of learning activities, so that understanding in writing is easier for students to understand. Contextual Teaching and Learning (CTL) approach is very effective to improve the quality of the process and the quality of learning outcomes to write descriptive text for students. Therefore, it can be said that through contextual

learning that refers to the real world brought into the world of learning, it is very helpful for students to improve writing skills, increase reasoning power and new experiences for students to write descriptive texts. The components included in the preparation of an action plan as an effort to overcome problems in learning to write descriptive texts. Based on these thoughts, in the preparation of an action plan for learning to write descriptive text, there are several stages that must be passed, namely identifying the inhibiting and supporting factors faced by the teacher based on the results of the preliminary study regarding the learning process of writing descriptive text and the methods used and formulating alternative learning actions, namely learning methods. which is assumed to improve students' writing descriptive text skills. If this stage has been passed, then the learning process of writing descriptive text will overcome students' problems in writing descriptive text.

Approach philosophy foundation contextual is constructivism, that is learning philosophy that emphasizes that learning is not just memorizing, but construct or build new knowledge and skills through the facts or propositions that they naturally in his life (Masnur, 2007: 41). Everyone has to construct own knowledge. Knowledge is not something already done, but rather a a continuously evolving process. In that pose the activity of someone who want to know is very instrumental in development of knowledge. Knowledge cannot be transferred so just from one person to another, but must be interpreted by each person. Very contextual approach important to study because students in the learning process is not directed to master something out of reach child, but precisely this approach is directed so that students understand and master a concept that can be felt its use in the social life of children.

Contextual Teaching and Learning Approach was a fairly good effect when compared students who do not use the CTL approach. This is because CTL learning can increase students' enthusiasm in learning and can develop students' thinking power about writing descriptive text material. Students are expected to find more significance in their learning results. Learning using the contextual teaching and learning approach is very helpful for students in understanding the material of writing descriptive text (Keguruan et al., 2010). In this case, it is

easier for students to write descriptive essays using the CTL approach because students observe the object directly so that they can develop their ideas and imagination easily and smoothly. The contextual approach is a learning method that can assist teachers in the teaching process by relating information to students' contexts and assisting students in applying their knowledge in society. There are seven components or seven main pillars of contextual learning in the classroom, namely: (1) constructivism, (2) questioning, (3) inquiry, (4) learning community, (5 ) modeling, (6) reflection, and (7) authentic assessment.

## CONCLUSION

The contextual approach is a very appropriate vehicle for teachers to empower the potential of students according to the needs and the school environment and their lives. The application of contextual learning techniques in activities provides six benefits, according to data gathered from the literature. The advantages include integrating students in writing activities, inspiring students to participate actively in writing, assisting students in the construction of their writings, assisting students in problem solving, and giving opportunities for students to communicate with peers and helping students to summarize for discuss lessons (Skripsi, 2016).

The purpose of this study was to enhance the capacity to apply a contextual teaching and learning approach in teaching writing, specifically descriptive text, and the use of CTL method in improving for students' writing skills at school. Information in this study was gathered from scholarly publications and literature reviews. This method was discovered to be useful for students learning to write. This is obvious in the classroom teaching techniques, which are based on contextual teaching theory (Crawford, 2001). Linking, experiencing, applying, cooperating, and transferring are the instructional techniques. Furthermore, real resources were used to test pupils' writing. Using a contextual learning method in writing lessons has numerous advantages: (1) involving students in writing activities; (2) increasing students' motivation to actively participate in writing classes; (3) assisting students in the construction of their writings; (4) assisting students in problem solving; (5) providing a forum for students to discuss or interact with their peers; and (6)

assisting students in summarizing and reflect lessons (Nurlela et al., 2021). Furthermore, pupils reacted well to the implementation of a contextual learning method in writing sessions. This viewpoint is supported by the growth of students' writing skills as a result of many literature reviews.

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