CONTEXTUAL TEACHING AND LEARNING METHOD TO IMPROVE STUDENTS' WRITING SKILL AND ACTIVENESS

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Abstract: The use of methods can affect the language acquisition for language learners. Meanwhile, the researcher found that the students still have trouble in writing sentences that regarded to grammar rules and seem passive during learning activities. Therefore, this research purposed to find out the effectiveness of (CTL) Contextual Teaching and Learning method in improving aspects of writing and student activeness. The object of this study was 24 female students of VIII B grade, Islamic boarding school Riyadul Mubarok, Bandungsari village, Banjarharjo District, Brebes Regency, and Central Java. The research method used in this research is quantitative method and the stages as the classroom action research procedure. Data collection instruments use tests and observations as well as the use of descriptive statistics to analyze data. The results showed an improvement in each aspect that has researched. In the post-cycle, the writing aspect was only 71% and activeness was 60%, then in cycle 2, it increased became 89.58% in the writing aspect and 88% in the activeness aspect. The use of the Contextual Teaching and Learning Method affects the writing ability and activeness of female students, which we can know by a significant increase of percentage in each aspect.

INTRODUCTION

The aspects that attained the indicators that already determines assign the achievement of a language learner. As the English learner, the students are required to achieve these indicators such as speaking aspect, listening, reading, and writing which is the main aspect related to the competition that should attained by language learners. However, as an educator, we perhaps often to face the issues influenced ineffectiveness of learning process or the result itself. In fact, in class the researcher already find the problem so that this research conducted. That in writing aspect, the students are having problems in writing sentences about describing something in class. This is due which

students still have an error and neatness in writing and incorrect grammar. Therefore, the improvement in writing aspect needed than other aspect abilities.

On the other hand, to comprehend the material it influenced by students' genetic intelligence also. The heredity is a factor that could influence the children's growth. Based on the researches, the heredity is the factor which could influence the personality, character, and intellectual of a person. The heredity is a genotype or a genetic substance which the parent passes onto it descendants, so that the descendant is appropriate with the parent itself. Amini, (2020). However, the teacher should investigate it maters and find the solutions. This is a crucial task, which is the teacher must find the right way to help their students overcome problems in this aspect of writing.

On the other hand, the researcher also found another problem in the class that students seem very passive. Students intended to become active in learning activities because it can affect the learning effectiveness. The interaction between teacher and students is the key related to learning process. The interactions that occur in learning process are educational interaction. Putra, et al. (2023) said, educational interaction is occur in a connection in order to educational aim. The exchange information between the parties in a bilateral way on this issue related to the learning activity, and then the main point of educational interaction is to reach the learning objective.

Miarso, 2008: 3 (in Octavia, 2020), said, "There are 5 types interaction that should be emerge in learning activity, such the interaction between teacher and student, between the students itself, between the student and sources, between the student and teacher with their learning sources, and the interaction between students and their environment."

Therefore, this research intended to solve the problem and to prove the effectiveness contextual teaching and learning method to solve the problem that has mentioned. The CTL learning strategy is emphasized the process of the student involvement, which it is intended to makes them competent of analyzing the material which is being studied and to connect it in context of an actual life so they could implement the material that is being studied onto their real life's, Sanjaya, 2006 (In Sunarsih, 2020). The contextual and learning is based on John Dewey 2003:67 (in Hermanto, 2021) research, he said, "the connection between the things that are known with something is being studied and the event that enable to occur around them, it makes student study well. The depth of reasoning is more emphasize in this learning."

Contextual teaching and learning method has 7 component that became its foundation

1. Constructivism

   The view of constructivism said that the knowledge is created inside the subject although the knowledge itself are from outside. Not only the object creates the knowledge, but also it based on the subject abilities to respond or to capture on each object. The students are organizing the new knowledge is based on their experiences.

2. Inquiry

   The teachers do not prepare or design the material to memorize by student. Nevertheless, to design the learning which make student to find the material that should understand by their self, because the inquiry based on the exploration and discovery through analytical in thinking.

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3. Questioning

The question is quite important for attract the student to directed of finding the material that has been studied. Asking and giving is part of learning. As the reflection from an individual for it, curiosity reflected by expressing the question and answering the question shown of individuals thinking ability.

4. learning community

The learning implementation using CTL method with learning community component is through by learning group form. Students divided into several groups in regarded to notice each of students' ability. The result of the learning activity using CTL method is from the student collaboration. Therefore, they can exchange the information with each other or another group. They share the information based on their respective experience.

5. Modeling

The teacher should give the model, either in form of imitation, identification, how to understand or to master certain skills, or to apply something. To anticipate the student for being frustrated of unclear information in the material that been studied, it would be better to show the model or the example that they can imitate.

6. Reflection

In CTL learning, the reflection shown by doing enrichment or review the new knowledge with prior knowledge that they get. Students should to think or understand what just learned and to think back about the previous material.

7. Authentic Assessment

Authentic Assessment intended to know the result of student learning experience. Does it leave a positive impression for psychic and their cognitive? In this part, the teacher collects the student data that related to their learning activities development.

METHOD

This research is the classroom action method. As Clark, et al. (2020) said, action method as the research methods is quiet often used by trainee or academic researcher where in it practice is intended to improve or increasing the approach and pedagogical practice, which conducted. Generally, the stages are conducted in classroom action method are learning planning activities, the implementation of learning plan activities, observation, analyzing data, evaluation, and reflection that are conducted to know about the development or the changes as the implementation of action research on purpose to improve learning itself.

Picture 1.1 Classroom Action Research Stages

Source: https://images.app.goo.gl/nmLMjNnnX8kRsnU28
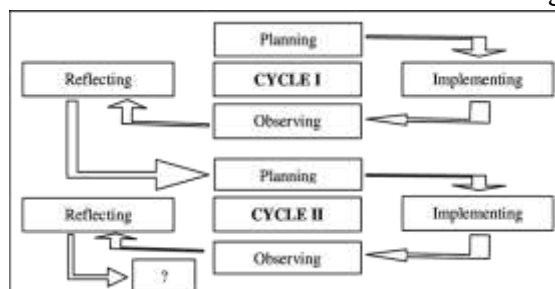
The data instrument are collected from activeness observation and writing test about description of animals. According to Sugiyono (2021), the research is connected to work procedures, human behavior, a phenomenon, while the number of the respondent are not too big, then observation should be uses as the data collection technique. The information description are presented by showing completion percentage value of two aspects that were studied these are writing test and student activeness observation. Data analysis uses descriptive statistical. The use of descriptive statistical as the purpose to present the data will make the information clearly comprehensible and organized. Antoro, (2022).

This object research are female student with 24 students of VIII B class of Riyadul Mubarok Bandungsari boarding school with research was held about 2 cycles. Each cycle held about one time meeting with 2 x 45 minutes of learning time duration. The cycle 1 held on Monday, 30 October 2023 and the cycle 2 held on Monday, 06 November 2023.

In CTL student get involved to discuss, because according to Suarasa and Murtiningsih's research (2021), it is important in learning activities that student involves between the student itself in relation to show support of each other. The low support between them, it can produce non-progress, dishonesty, and not closes to each other. The support from one student to another student will easily obtain if the learning activities in discussion form.

In order to know the research that already implemented are successful and produce the positive result, indicators have been determined to specify the success both on writing aspect and activeness which we can know as the following indicators :

1. If students increase the writing aspect scores about ≥ 85 % from the total number of students.
2. If students increase the activeness aspect scores about ≥ 85 % from the total number of students.

The data acquisition from each aspect that been researched are calculated based on the questionnaire or format which has been provided by the researcher, and then the learning procedure is implemented based on Contextual Teaching and Learning method stages or steps. The questionnaire or the implementation learning procedures can be seen as follows :

a. Learning objective and criteria of achieving of student's learning goals on writing aspect are outlined below :

Table 1.1 Learning Objective and Criteria of Writing Aspect

Learning Objectives	Not enough (0-40)	Enough (41-65)	Good (66-85)	Very good (86-100)
The students are able to compose an oral and written transactional interaction text, with the behavior/ actions/ function of object.	Not yet achieved the objective, need to remedy in every part and need re-mentoring.	Not yet achieved the objective, need to remedy in some parts.	Achieved the objective, no need to remedy.	Achieved the objective, need the advanced exercises.

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Students are able to compose the oral and written descriptive text, short and simple text related to people, animal, and thing, by regarding to social function, the text structure, and correct and appropriate linguistic elements with the context.	Not yet achieved the objective, need to remedy in every part and need re-mentoring.	Not yet achieved the objective, need to remedy in some parts.	Achieved the objective, no need to remedy.	Achieved the objective, need the advanced exercises.

b. The observation assessment criteria of activeness aspect can be seen as follows :

Table 1.2 the Observation Assessment Criteria of Activeness Aspect

No.	Aspect	The Assessment Criteria
1.	Asking the teacher	Students are very active in asking question to the teacher
		Students are less active in asking question about the material to the teacher
		Students do not asking the question or do other activities outside the learning activities.
2.	Respond the teacher question	Students are very appropriate to answer the teacher's question
		Students are less appropriate to answer the teacher's question
		Students do not answer the teacher's question
3.	Discussion with group	Students are very active in discussion with the group.
		Students are less active in discussion with the group.
		Students Does not in discussion or do other activities outside the learning activities.
4.	Work together in group	Students are very well by work together in the group
		Students are well enough by work together in the group
		Students do not work together in the group
5.	Performance	Students are very well and appropriate by doing or present the assignment.
		Students are only pay the attention to other friends in doing or presenting the assignment.

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		Students do not presenting or do the assignment and do another activities outside the learning activities.
6.	Listen to the teacher's explanation	Students are very well in listening the teacher's explanation.
		Students are less well in listening the teacher's explanation.
		Students do not listening the teacher's explanation and do other activities outside the learning activities.
7.	Confident in learning activities	Students are very confident in learning activities.
		Students are confident enough in learning activities.
		Students are not confident in learning activities.

By this observation questionnaire, the students' activeness assessment will be obtained through this calculation :

$$\frac{\text{The scores obtained}}{\text{The maximum scores}} \times 100$$

c. The completion percentages on each aspect that been researched are collected after knowing all the students assessments as it comparison of the assessment result on each cycle by using this calculation :

$$P = \frac{F}{N} \times 100\%$$

Description:

P = completion percentage

F = the total of all students assessment

N = the number of students

d. In implementing it in the class, the use CTL method on each cycles could describe as follows :

a. Pre activity
   - The teacher opens the learning activity with opening greetings, then checking student's attendance.
   - The teacher offers the questions about the previous material, and then connects it into the material that would be learn.
   - The teacher motivating the students about the aim and the benefits by studying the material that would be learn.
   - The teacher explains the use of the material, competencies to achieved, and learning technique in learning activities.

b. Whilst activity
   1. Modeling
      - The teacher has the opportunity to explain the material that would be learn, providing the examples that related to the material.
   2. Inquiry
      - The Students are asked to analyze the material through the use of the certain learning media that provided by the teacher.

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- The students are asked to identification the material that provided by teacher to get the informations.

3. Questioning
   - The Students are permit to express their identifications.
   - The students are ask to write their identification results.

4. Associating the information
   - The teacher showing the worksheet on each groups, each group get the difference worksheet.
   - The students are ask to discuss on finishing the worksheet task.
   - The students are permitted to ask the teacher the question or to another group about the material or the task.

5. Reasoning
   - The teacher asked each groups to write their answer on their book.

6. Communicate the result
   - The teacher shows up each group's answer on the screen.
   - The teacher asked each students to read their answer.
   - The teacher asked another groups to make the correction of their fluency, grammar, vocabularies of the groups that communicating their result discussion.

c. Post activity
   - The teacher and students summarizing or concluding the material that already discussed.
   - The teacher providing strengthen on material and motivating the students, and then connect it into the material that would be learn on the next meeting.
   - The teacher gives the students assignment.
   - The teacher and students close the learning activity by praying together.

RESULT AND DISCUSSION
THE RESULT
CYCLE 1

Based on problem formulation that has determined, and we had known on the post cycle, which the result of student writing test that related to descriptive text material and the use of lecture method in learning activities on post cycle is about 71% from the completion percentage in writing aspect. Therefore, the improvement should held related in order and neatness of writing more deeply. On the other hand, on activeness aspect, on post cycle student in the class seems very passive, which is about 60% of students were active from the total number of student. As for cycle 1, it held on Monday, 30 October 2023. The steps are adapted from action research method.

On the planning step, the researcher make a lesson plan by considered the tools and learning materials, source and learning media. The use of basic material book and showing the picture using power point screen, student's worksheet, the observation questionnaire that will used in the field, the method and technique that has been determined with the use of contextual teaching and learning method.

On the implementation step, firstly, the researcher open the learning activities, then checking the student attendance, followed by apperception activity, to motivate, and

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explaining the learning objective and the material that would be discuss about descriptive text, and then explaining the learning technique. On whilst teaching activities, the researcher asks the student to form three groups. The researcher pointed three active students to become a leader of each groups. Still in the group division, the researcher asks another student to choose by their self to join one of these three active students. After that, the researcher begins to show the power point screen. The researcher explaining the picture that shown on the screen and giving the example of how to describe animals and do drilling for many times.

The researcher also provides the exercise that should done by students in front of the class. The next step, the researcher shares the worksheet to each group.

Each group gets the different worksheet. At the end of the learning activities, the researcher and students close the learning activities by summarizing the material together, and inform them the material that would discussed on the next week, and closed the learning activities by praying together. The result of observation on activeness aspect in the class and the writing test on cycle 1 could see in tables 1.3 and 1.4 as follows:

Table 1.3 the Data of Number Students of Activeness Aspect in Cycle 1

No.	Aspect	The number of students		
		3	2	1
1.	Asks the teacher	-	2	22
2.	Responds the teacher question	5	-	19
3.	Discussion with group	8	16	-
4.	Work together in group	24	-	-
5.	Performance	24	-	-
6.	Listen to the teacher's explanation	-	24	-
7.	Confident in learning activities	5	19	-
The activeness percentage		71,47%		

Table 1.4 the Completion Data of Writing Test Result in Cycle 1

No.	Interval	Number of students	Description
1.	Not enough (0-40)	-	Haven't reached the objective, need to remedy on every part and need re-mentoring.

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2.	Enough (41-65)	-	Haven't reached the objective, need to remedy on some part.
3.	Good (66-85)	8	Reach the objective, no need the remedy.
4.	Very good (86-100)	16	Reach the objective, need the advance task.
	The average value	87,4	
	Percentage	87,4/100%	

CYCLE 2

Meanwhile the implementation of cycle 2 held on Monday, 06 November 2023, the implementation procedure or stages are the same as the stages of cycle 1. On the planning stage, the researcher makes a lesson plan by considered the tools and learning materials, source and learning media. Which using basic material book and showing the video learning using power point screen, student's worksheet, the observation questionnaire that will used in the field, the method and technique that has been determined with the use of contextual teaching and learning method. On the implementation step, firstly, the researcher opens the learning activities, then checking the student attendance, followed by apperception activity, to motivate, and explaining the learning objective and the material that would be discuss about descriptive text, and would be discuss about the descriptive adjective, and then explaining the learning technique.

On the whilst activity, the researcher asks the students to form 3 groups again, by asking them to count the number 1,2,3 and the students who get the number 1, they became the member of the first group, and for student who get the number 2, they became the member of the second group, and so on. The next step, the researcher begins to show the learning video on the power point screen. The researcher ask the student to analyze the video, and then the researcher explaining the video and provide the example that related with the use of adjective word in purpose to describe animals, do drilling and ask the student to translate the text in learning video for many times.

Close to the end of learning activity, the teacher gave them a game that related to learning themes. Ask them to analyze the animal's picture on the screen, and to find the differences of each animal's picture and then to write the answer on the screen. For the group that gets ten points first, they are the winner. At the end of the learning activity, the researcher and students summarizing the material together and then gave them the advance task and close the learning activity by praying together.

As for the result of activeness observation and the writing test in this cycle 2, we could see it in tables 1.5 and 1.6 as follows:

Table 1.5 the Data of Number Students of Activeness Aspect in Cycle 2

No.	Aspect	The number of students		
		3	2	1
1.	Ask the teacher	5	-	19

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2.	Respond the teacher question	15	9	-
3.	Discussion with group	24	-	-
4.	Work together in group	24	-	-
5.	Performance	19	5	-
6.	Listen to the teacher's explanation	24	-	-
7.	Confident in learning activities	19	5	-
	The activeness percentage	88%		

Table 1.6 the Completion Data of Writing Test Result in Cycle 2

No.	Interval	Number of students	Description
1.	Not enough (0-40)	-	Haven't reached the objective, need to remedy on every part and need re-mentoring.
2.	Enough (41-65)	-	Haven't reached the objective, need to remedy on some part.
3.	Good (66-85)	-	Reach the objective, no need the remedy.
4.	Very good (86-100)	24	Reach the objective, need the advance task.
	The average value	89,7	
	Percentage	89,7/100%	

THE DISCUSSION
CYCLE 1

On activeness aspect, we can see the number of students of each activeness aspect on table 1.3. That in the aspect of asking the teacher, there were two students got 2 points and twenty-two students got 1 point. For responding the teacher question aspect, five students got 3 points and nineteen students got 1 point. For discussion with group aspect, eight students got 3 points and sixteen students got 2 points. For the aspect of working together in-group, twenty-four students got 3 points. For performance aspect, twenty-four students got 3 points. For the aspect of listen to the teacher's explanation, twenty-four

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students got 2 points. For the confident in learning activities aspect, five students got 3 points and nineteen students got 2 points. Based on the table 1.3, we can know the completion percentage in activeness aspect in this cycle 1 is about 71,47%.

Meanwhile in the writing aspect, we can see on the table 1.4 about the number of students who have completed in this writing test. Based on that table, eight students got the value with the good criteria. The intervals of good criteria value are from 66-85. The students who got the good criteria value, it means that they have reached the objective writing test and no need the remedy. On the other hand, there were sixteen students who got the value with the very good criteria with the interval of value between 86-100, which is the students who got these value should be got the test or the advance exercise. On that 1.4 table, the completion percentage is about 87, 40%.

In this cycle 1, the researcher already found that several things caused the students' improvements of the activeness and writing test. On the learning activities in the class, the researcher shows the picture on the screen. Gave the students the example of how to describe the animals and do drilling for many times. Then, the researcher gave them the exercise and asking each of them to write the answer on the screen. Five students came forward in front of the class. This is different from previous learning activities, which the researcher used lecture method and on that learning activities the students were not involved. There were five students who came forward in front of the class to answer the the teacher's exercise with the structure and neatness sentences were better than previous cycle although it needs several things to improve.

When the screen shows the picture of anoa, there were a student answered, "It has a horn", which the correct one is "it has two horns" because the picture shows the Anoa has two horns. Another student answered, "It has four legs," the answer is correct in concrete way and the sentence structure is appropriate with the grammar rules. Another student answered "It has fur the color is black." In the visual way, the Anoa itself has the black color, but from the sentence pattern, that sentence less correct in punctuation terms. The dot sign addition needed after "It has fur" sentence or the conjunction addition, so the sentences seem coherent. As it should be, "It has fur. The color is black." or "It has fur and the color is black." The researcher did not immediately to correct the student answer but waiting another student that would answer the exercise. This intended to make the student to feel confident for answering the exercise in front of the class. Once there is no student would like to answer the exercise, then the student and the researcher correct the answer together on the white board.

When the students divided into several groups, then the researcher shared the worksheet on each groups. Each group got the difference worksheet again. It was adjusted as the variation and as Nitko (1983) said inside Kristianty 2021, "The mechanism in collecting data, are interpreted while analyzing the question items and the implementation of information on each question items, and the main point is the information of students responses on each question items." In increasing the quality of question produced, the teacher should carried out the question items analysis activities (Sumiati, et al. 2018). The good items test not only adjust it to make all information put in the question items without measuring the extent of students comprehension on the material itself by making the test and adjust it based on students' abilities, therefor the researcher gave the students the different worksheet on each group that suited by the students' abilities. This makes easier for the students, so the writing test result increased on this cycle 1.

The learning technique that involved the students also makes the students more active in studying. On the other hand, the researcher also found helped by the students thinking critically. Which compared by the previous meeting, on this cycle 1, students more quickly to comprehended the material and more quickly to respond the teacher's question, that was because the students were attracted of the media and the technical learning adjustment that used by researcher. Sianipar (2018) said, "The use of CTL motivate the students to implement the connection between the knowledge and life, whether it's as the worker, family member, citizen, and as well as the learning about hard work which are related to daily life. The learning used by CTL, helped the students linking the material content that have studied with the real situation in life. In connection with that, the use of this CTL technique with the material that has studied in the class is about description of animals. The use of picture media by showing it on the screen and ask the students to analyze it, and then discuss with their group mates made the learning situation were conducive and close to the effective learning.

However, there were several trouble was experienced by the researcher, such as the time duration. We could said that the use of CTL method needs a long time to implement it in learning activities. There was no time to correct the students' worksheet together, and the researcher already done that outside the learning activities. There was small error that the researcher already done, which the researcher was less appropriate in dividing the groups. The researcher asks the active students to become the leaders of the group, and then asking other students to become one of the member according to their choice. This was indirectly hurt the students feeling who chosen to became the leader, but only few students who would like to join her group. As the results in cycle 1, with several trouble has founded. There were strategies that would be implementing in cycle 2. Such as the use of another learning media, in the form of using video learning to increasing students writing and as well as the improvements of class management by the researcher so that, the students are involved perfectly by using the fair and equal division group technique.

CYCLE 2

On activeness aspect, we can see the number of students of each activeness aspect on table 1.5. That in the aspect of asking the teacher, there were five students got 3 points and nineteen students got 1 point. For responding the teacher question aspect, fifteen students got 3 points and nine students got 2 points. For discussion with group aspect, twenty-four students got 3 points. For the aspect of working together in-group, twenty-four students got 3 points. For performance aspect, nineteen students got 3 points and five students got 2 points. For the aspect of listen to the teacher's explanation, twenty-four students got 3 points. For the confident in learning activities aspect, nineteen students got 3 points and five students got 2 points. Based on the table 1.5, we can know the completion percentage in activeness aspect in this cycle 2 is about 88%.

Meanwhile in the writing aspect, we can see on the table 1.6 about the number of students who have completed in this writing test. Based on that table, that all the students got the value with the very good criteria, with the interval of value between 86-100, which is the students who got these value should got the test or the advance exercise. On that 1.6 table, the completion percentage of the writing test we can know is about 89, 58%.

In this cycle 2, based on the data which has been described, the researcher found the increasing of activeness and writing test were caused by several reason. The improvement in cycle 2 were caused by the students participate which higher number than the cycle 1 in learning activities whether by individual or in-group form. The students are emphasizing to participate actively in learning activities, and CTL is the learning method created for it (Wiyono & Budhi, 2018). The students actively respond the researcher's questions. When the students asked to analyze the video on the screen and ask them to translate a word in English into Indonesian, they respond it very quickly. In translating a sentence, they could also do it very well. Creating a new teaching way as the part of the utilization in using technology is a good thing than attach it on every class activities only, Zhao, et al., 2006, (in Jati, et all, 2021). The relation between learning method that had used by the researcher was actually have a purpose. Nor as the part of the activities that tied up on learning plan only, but as the researcher's real strategy to get the students learning improvement results. During the learning activities, especially once the researcher ask the students to translate the text on the screen and ask them to write the new vocabularies, the researcher gave them the feedback on every task or students activities in the class.

The students seems more responsive, it caused by the feedback that the researcher given that made them looks more confident. Close to the end of the lesson, the researcher provides games that related to the learning material themes. The students asked to analyze the animal's pictures, and to find the differences of each picture and to write the answer on the screen. For the group that gets the ten points first, they are the winner. The task in games form that are given, they could finish it very quickly because the cooperation of discussion with friends. The discussion activities made the students more reactive on every stimulations form.

In writing aspect, it was also increasing which caused by the researcher's technique in giving the task. The providing different worksheet on each groups, but the question format that used to create the descriptive text are the same on each worksheet. The researcher gave the explanation, that to create the description text on something. As the example of the learning material that have studied related to animals, then it can be used these question such as, what is it? What size is it? What physical characteristics does it have? What does it eat? How does it move? Where does it live?. With these questions, students can create the descriptive text easily and accurate that appropriate on their knowledge of animals. As the researcher's reflections, the learning activity is almost in accordance of the researcher's plan. Despite that, there were several things that made the researcher should settle and learned from the experiences. There were several students were hard to participate in learning process in the class, and only sited up on the back. Although that, close to the end of the lesson, which once the researcher has shown the task in games form, and ask them to find the differences of each pictures, the situation was exchanges and became very active.

Besides that, the use of technology inside the learning activities does not mean we could not find damages or errors that could obstruct the activity. Therefore, to anticipate it, both every researcher or teacher to prepare everything correctly before the lesson is begin, so there is nothing to be sacrificed. An approach to students also needed both in the class and outside the class. As the strategy to get, the students' attention is to assume their existence in our lives. If we already done several ways and the students still giving

the same impression, but they are always present in our class is good enough to be grateful for.

The following is the graph that shows the comparison of the results on each cycle:

Graph 1.1 the Test and Observation Results on Each Cycles
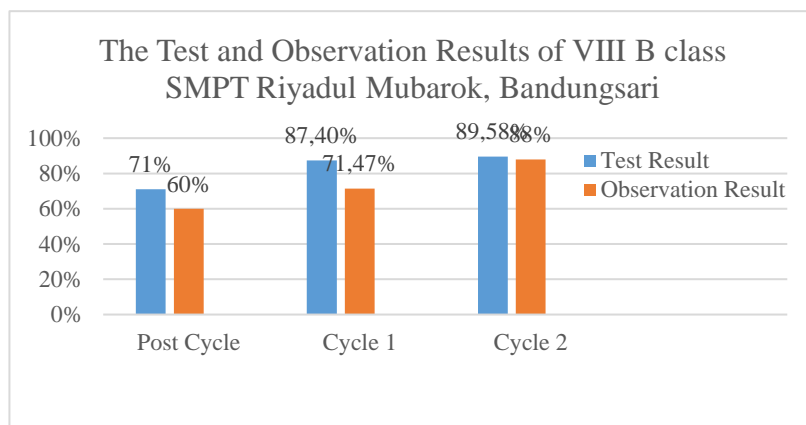
Based on the data presented in the graph above, each aspect was increasing. Although that, we could say the research that already implemented are successful and produce the positive result when, first, if students increase the writing aspect scores about ≥ 85 % from the total number of students. In cycle 2, the graph shows that the results in writing test has reached about 89, 58% from the total number of students. Second, if students increase the activeness aspect scores about ≥ 85 % from the total number of students. While the graph shows that the students activeness has reached about 88%. Each of aspects that the researcher tries to improve was actually increasing in cycle 2.

CONCLUSION

Based on the data results from the learning improvement on each aspect, in conclusion, the contextual teaching and learning method is approved of its effectiveness to increase the students writing skills and the students activeness in the class. The effectiveness of contextual teaching and learning method is in line by creating the right of question items or unique worksheet, the use of technology based learning media, such as displaying the picture or the video using projector. Despite that, this research could be said have several weakness and strength that founded while the researcher implementing the action research in the class.

Therefore, based on the conclusions that have mentioned, the researcher suggests several parties. As it for the teacher especially English teacher, the use of CTL method is to improve students activeness and students writing skills is proven, to school and other institutions related to education, that to improve the quality of competence is by conducting the research related to learning method, strategy, learning media, and to update the learning activities. For the researcher that fascinated to conduct the research as the researcher have done, it perhaps that this research is useful as the references. In addition, it is hopeful that the further research held about the implementation of CTL method on another aspect with the use of another learning media also.

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