
IMPROVING STUDENTS' WRITING ABILITY BY USING CTL MODEL AT POSTULAN OFM CONVENTUAL DELITUA – DELI SERDANG, NORTH SUMATERA

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ABSTRACT

Writing is one of the important skills in English as a Foreign Language (EFL) learning. Writing begins at the time when the students to learn to communicate his thought and feeling in form of written. writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. Contextual Teaching and Learning (CTL) is a conception of teaching and learning that helps teachers relate subject matter content to real word situation and motivate students to make connection between knowledge and its application to their lives as family, citizens, and workers and engage in the hard work that learning requires. It was found that the students lack of knowledge in writing skill, however the students feel that this subject is not interested to be learned. The lecturers of Prodi Pendidikan Bahasa Inggris UNPRI are interested to conduct the activity “Pengabdian kepada Masyarakat” at Conventual Postulancy on purpose to give the students such knowledge about writing by using Contextual Teaching and Learning (CTL) Model in order to investigate whether Contextual Teaching and Learning (CTL) Model improve the students’ writing ability at Conventual Postulancy by giving them such training and to find out the difficulties and solutions which are found by the lecturers of Prodi Pendidikan Bahasa Inggris UNPRI during activity Pengabdian Kepada Masyarakat. The activity of Pengabdian kepada Masyarakat was conducted on 21-23 July 2022 at Conventual Postulancy, a Formation House for Catholic Priests. This activity done well as it gives benefit for the students. After getting the training from those lecturers, the students at Postulancy then find out their interest and motivation in writing. The students finally can make their composition better than before as the students know how to make a good writing with the simply ways. Above all, Contextual Teaching and Learning (CTL) is one of the teaching models that can help the students in writing. By using CTL, the students can use the real context surrounding them as the object for their writing. Based on the result of this activity, it can be concluded that teachers can apply CTL model to teach writing.

Keywords: *writing, writing ability, Contextual Teaching and Learning (CTL), motivation, interest*

INTRODUCTION

Writing is one of the important skills in English as a Foreign Language (EFL) learning. Writing begins at the time when the students to learn to communicate his thought and feeling in form of written. It means that by writing people can express their ideas, opinions, experiences, events, and histories into a sequence of words combined into sentences in a form of paragraph in which every sentence is related one with another words.

Furthermore, Harmer (2004:31) stated that writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which

the writing puts into their minds. Writing has always formed part of the syllabus in teaching English that the students must be able to express meaning in short functional written text and simple essay of recount, narrative, procedures, descriptive, news item, spoof, report, analytical exposition, hortatory, explanation, discussion, and reviews in the context of daily life.

In addition, Harmer (2004:79) emphasized that the most important reason for teaching writing is a basic language skill, as important as speaking, listening and reading. Students need know how to write letter, how to know some of writing special conventions (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately.

Writing is one of the language skills. It is generally defined as the activity of transferring ideas to written forms although they just study to write and to pronounce a single word. In writing skill, students start writing words, then arranging them into sentences and the last making paragraphs. Writing is not easy as the students think. To make a good writing, the students should use correct dictions, chronologies, and spelling of word. The writing process has steps or procedures which must be carried out by the learners. The steps are getting ideas, choosing ideas, outlining, drafting, revising and editing.

Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real word situation and motivate students to make connection between knowledge and its application to their lives as family, citizens, and workers and engage in the hard work that learning requires.

According to Johnson (2002:25) the contextual teaching and learning system is an educational process that aims to help students relates the real context of the learners with the subject they are learning. To achieve this aim, the system encompasses the following seven components, constructivism, questioning and inquiry, learning community, modelling, reflection, and authentic assessment.

Moreover, it can be concluded that CTL is the method that helps students relating subject matter content to real world situations and motivating students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engaging in hard work that learning requires. In such an environment, students can discover meaningful relationship between abstract ideas and practical applications in the context of the real world. Concept is internalized through process of discovering, reinforcing and relating.

Through the observation at Postulancy, it was found that the students lack of knowledge in writing skill. They found some difficulties in writing. Moreover, the students feel that this subject is not interested to be learned. It can be seen from their low enthusiasm during class. This phenomenon might be caused by the conventional teaching applied by the teacher. Based on the background above, then the lecturers of Prodi Pendidikan Bahasa Inggris

UNPRI are interested to conduct the activity “Pengabdian kepada Masyarakat” at Conventual Postulancy on purpose to give the students such knowledge about writing by using Contextual Teaching and Learning (CTL) Model.

Based on the background above, the Problems of the Study are formulated as follows:

1. Does Contextual Teaching and Learning (CTL) Model improve the students' writing ability at Conventual Postulancy?
2. What are difficulties and solutions found by the lecturers of Prodi Pendidikan Bahasa Inggris UNPRI during activity Pengabdian kepada Masyarakat?

There are some Objectives of this activity:

1. To investigate whether Contextual Teaching and Learning (CTL) Model improve the students' writing ability at Conventual Postulancy by giving them such training.
2. To find out the difficulties and solutions which are found by the lecturers of Prodi Pendidikan Bahasa Inggris UNPRI during activity Pengabdian kepada Masyarakat.

The activity of Pengabdian kepada Masyarakat was conducted on 21-23 July 2022 at Conventual Postulancy, a Formation House for Catholic Priests.

II. DISCUSSION

2.1 Pengabdian Kepada Masyarakat at Conventual Postulancy

English is one of the subjects that must be learned start from pre-school to university level in Indonesia. One of the four skills that should be developed in learning English is writing. In fact, writing is not an easy activity as it must make use of mental thinking in order to find, express, and organize ideas in paragraphs, making it easy for readers to understand.

Furthermore, in writing the students should be able to deliver their thoughts, opinions, make the relationships between topics, correct grammar, good spelling, good mechanisms, vocabulary, show feelings and emotions in written form. Thus, they must transfer their ideas well and naturally in good and interesting writing. In achieving these goals, students must know the steps or procedures of how to write a text properly.

There are some teaching models that can be applied by teachers in teaching writing. One

of them is Contextual Teaching and Learning (CTL). It is a learning strategy linking the lessons with students' experiences in ever day life. CTL is characterized by real experiences, real-world experiences, which students can gain their critical thinking, problem-solving skills, and knowledge. This subject includes both knowledge and action. In addition, CTL encourages the students to participate in their learning and provides a specific framework for combining theory and practice of patterns.

Moreover, the CTL model is designed to help students' understanding about the materials they learn in the classroom by connecting academic subjects to their personal, social and cultural situations. CTL can be used both in individual and group learning processes. This model can also be applied in classroom environments and other types of learning. In addition, the Contextual Teaching and Learning (CTL) can promote students' abilities in writing skill. CTL model is also essential to emphasize critical thinking, to recognize the teaching and education needs in a different context, to improve student learning motivation, and to use authentic assessments. There are five strategies in the CTL known as **REACT** as follows:

1. **Relating** is learning within the setting of someone's encounters or previous information. Instructors utilize relating when they connect a modern theory to a thing totally common place to understudies, in this way interfacing what understudies as of now know to the modern data. When the interface is fruitful, the understudy picks up nearly moment understanding. In brief teacher will leadsand empower understudies to relate what they are learning to a real-life encounter.
2. **Experiencing**. In some conditions in the relating stage, students do not have background knowledge or experience. However, experience takes place inside the classroom to overcome the obstacle and construct new knowledge. It is known as experience. It can be defined as learning by doing. It has the parts: exploration, discovery, and invention.
3. **Applying** is learning by putting the concept to use. It is a strategy of contextual teaching and learning developing a deeper sense of meaning a learning reason.

4. **Cooperating** is learning in the context of sharing knowledge. It is also the way students responding, and communicating in process of learning. Other students support someone's understanding. Students are confident and can ask questions without nervousness. When working through peers in a small group.
5. **Transferring**. Teachers assign big varieties of the task to facilitate learning for understanding after students pass through relating, experiencing, applying, and cooperating. Students who learn with transferring use knowledge in a new context or novel situation that have not been covered in class.

There are also some **components of CTL** such as: questioning, constructivism, learning society, inquiry, reflection, modelling, and authentic assessment.

Pengabdian Kepada Masyarakat was conducted for 3 days at Conventual Postulancy. There are some activities done by lecturers from UNPRI in day 1 until day 3, as follows:

Day 1 (July, 21st)

1. Introduction
2. The lecturers from UNPRI gave the Pre-Test to the 25 students. The students were asked to write 1 or 2 paragraphs freely.
3. The students were asked to write their paragraphs on the whiteboard.
4. The students' worksheet were checked and scored.

Day 2 (July, 22nd)

1. The lecturers from UNPRI introduced the concepts of Contextual Teaching and Learning (CTL) model to the students.
2. Then the lecturers from UNPRI give such training about writing by applying this CTL model.
3. The students were asked to make composition in 1 or 2 paragraphs with the title given by those lecturers.
4. The students were asked to write their paragraphs on the whiteboard.
5. The students' worksheet were checked and scored.

Day 3 (July, 23rd)

1. The lecturers from UNPRI taught the students about 5 steps in writing process: Prewriting, Research, Drafting, Revising, and Editing/Proofreading.
2. The students were asked to make their

composition with the title about Postulancy, families, or everything they find surrounding them.

3. The students were asked to write their paragraphs on the whiteboard.
4. The students' worksheet were checked and scored.
5. Closing.

2.1 The Difficulties and Solutions during Pengabdian Kepada Masyarakat

During Pengabdian Kepada Masyarakat at Conventual Postulancy, there were some difficulties found by the lecturers of UNPRI, such as:

1. There were 25 students as the participants in this activity. This big amount of students made the lecturers took more time to check and to score their writing exercises. The lectures used scoring technique adapted from Brown (2007). In this scoring formula, it was scored about some aspects, such as: Content, Organization, Grammar, Vocabulary, and Mechanics.
2. At day 1 and 2 the students were still shy to make their composition, but at day 3 the students look more confident. The students are motivated and interested in doing their writing exercises.

Moreover, the difficulties found by the lecturers from UNPRI can be solved. The lecturers from UNPRI gave such explanation about the CTL model before giving some exercises. Then the students were given such exercises to make composition freely. The students can take their objects of writing from everything they found in their life or environment. The lecturers from UNPRI also motivated students in learning English especially in writing. Finally the students found that writing is enjoyable. The students were able to make their composition in some paragraphs.

CONCLUSION & SUGGESTION

Conclusion

Pengabdian kepada Masyarakat which was conducted by the lecturers of Prodi Pendidikan Bahasa Inggris UNPRI at Conventual Postulancy done well. After getting the training from those lecturers, the students at Postulancy then find out their interest and motivation in writing. The students finally can make their composition better than before. The students know how to make a good writing with the

simply ways.

Contextual Teaching and Learning (CTL) is one of the teaching models that can help the students in writing. By using CTL the students can use the real context surrounding them as the object for their writing. Based on the result of this activity, it can be concluded that teachers can apply CTL model to teach writing.

Suggestion

After conducting Pengabdian kepada Masyarakat at Conventual Postulancy, then the writers would like to make some suggestions. In teaching writing, the teachers can use Contextual Teaching and Learning (CTL) model. CTL can be a great control activity for teaching practice that can be applied by the English teachers as it is very useful and helpful to improve students' writing ability.

Furthermore, the teacher should be a problem solver and good supervisor for the students. The teachers should give the students chance to share their feelings and/or difficulties about classroom activities as input for teachers. The teachers should be able to manage the classroom writing activity effectively in order to create a nice and welcome atmosphere during the teaching learning process. It is because the classroom management is also important to influence the teaching learning process. A good class management can help students and teacher in the classroom in conducting teaching learning process.

ATTENDANCE LIST PENGABDIAN KEPADA MASYARAKAT-UNPRI AT CONVENTUAL POSTULANCY July 21 st - July 23 rd				
NO	NAME of POSTULANTS	DATE		
		21 st July	22 nd July	23 rd July
1	Fr. Alexander Febriando	✓	✓	✓
2	Fr. Sekundus Tunu Funan	✓	✓	✓
3	Fr. Robinson Ximenes Sila	✓	✓	✓
4	Fr. Cristo Reydel Fahik	✓	✓	✓
5	Fr. Dedimus Nik	✓	✓	✓
6	Fr. Jeffrianto Seran Bria	✓	✓	✓
7	Fr. Blasius Ansgarius Ola	✓	✓	✓
8	Fr. Frengki I Gusti Berek	✓	✓	✓
9	Fr. Petrus Kanisius Haki	✓	✓	✓
10	Fr. Radellegan Marinus F Gtg	✓	✓	✓
11	Fr. Fredy Rudiantoro Situmeang	✓	✓	✓

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