# A COMPARISON BETWEEN CONTEXTUAL TEACHING LEARNING AND DISCUSSION METHOD IN TEACHING WRITING PROCEDURE TEXT

Zainuddin[1]

## ABSTRACT

Tujuan dari penelitian untuk membandingkan dua metode yaitu metode *contextual teaching learning* dan *discussion method* dalam mengajarkan writing khususnya pada pengajaran *procedure text*. Penelitian ini dilakukan pada MTs Muhammadiyah 22 Padangsidimpuan dengan populasi 110 dan sampel diambil secara acak sehingga menjadi 78 siswa. Hasil penelitian menyimpulkan bahwasanya kemampuan siswa menjadi lebih meningkat dengan diajarkan menggunakan metode *contextual teaching*.

**Kata kunci**: *contextual teaching learning, discussion method* dan *procedure text*.

## A. INTRODUCTION

In every school, writing skill is taught by English teacher, like reading, speaking and listening skills, because the in the curriculum stated that students must be able to express the idea in written language in terms of short functional text and simple essay to increase knowledge and are accepted in daily life. Writing is the process of transferring idea, feeling, and though from the writer, to the reader, writing also is processes and the writer should be able to make communication with audience through his sentence. The process in the writer should be able to make the reader understand what he means through his sentences. [2]Now days, most of the students still face some problems in writing.

Many factors influence the students' ability in writing procedure text; such as internal and external factor. The first factor, mean internal factor comes from the students

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2 Edwards, Calderonello, *Roughdrafts The Prosess of Writing,* (New Jersey: Bowling Green State University,2007) p.52

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themselves such as: the ability in lexicogrammatical, learning interest and so forth; internal factors come from the students themselves, concerning with psychology and physical aspects, for example: their ability in memorizing or thinking. The second factor is from external of students such as teacher competence, curriculum, method, etc. External factors come out of the students which may concern with the facility and teaching learning strategy / approach.

Based on the explanation previously, the writer tries to compare the others method in teaching. Especially, teaching text procedure. Because the writer believes that if many methods are done. It can be the best way for arising students' motivation and anxiety. While in discussion method a student will be asked to the other friends. Actually by some comparing, such as, he or she is supposed smarter than the others and will be done continuously to stimulate the other students.

Finally, based on the explanation above, the writer sees that there may effects if the problem is not researchhed. So, the writer thinks that it is very interesting to do a research about "A Comparison between Contextual Teaching Learning and Discussion Method on the Students' Ability in Writing Procedure Text of the Grade IX at MTs Muhammadiyah 22 Padangsidimpuan.

**B. Theoretical Description**.

   **1. Contextual Teaching and Learning**

Contextual is a respond to an approach was well-known behaviorism with emphasizes on stimulus respond with a drill practice. So, to be able to speak naturally in our real life in various situations, it is needed critical thinking and a significant

teaching. If the students understand that there is a relation between knowledge gathered in their school with their life outside.

Based on Elaine B. Johnson that Contextual Teaching and Learning (CTL) is a holistic system that reflects the way nature works[3]. CTL called contextual approach because the concept of learning that introduction based on the philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork when they can connect new information with prior knowledge and their own experience.

From those definitions about the researcher concludes that all of them have a same concept which can be said an approach of teaching and learning relating the materials and classroom activities to real situation and actual experiences focusing on the learning process leading to creativity, critically thinking, problem solving and being able to apply knowledge in their lives.

**Teaching Procedural Text Using Contextual Teaching Learning**

Teaching writing for most teacher especially procedural text is not easy. That's why teachers should use the suitable strategy / approach of learning. Contextual teaching learning will be an alternative way to make students easier in understanding and writing procedural text.

Teaching procedural text means that teachers should realize that they have to teach writing as process. In the process of writing, of working out how to put our ideas and information together in language, you can discover many new things.[4] Ideas

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[3] Elaine B. Johnson, *Contextual Teaching and Learning,,* (California: Corwin Press 2008),p.2

[4] Roestiyah Nk, *Strategy Belajar Mengajar,* (Jakarta:Rineka Cipta 1991),p.68.

that hid in the back of your mind as you did your research or planned your essay suddenly may become clearer as you start putting words on the page.

## 2. Discussion Method

The discussion method is student-oriented. It is participative rather than auto-cretic. Discussion is an informal strategy with a great deal of involvement and interaction for this reason, the method is a particularly popular one with students and traineees alike.

According to Davies Ivor Kevin that the discussion strategy is useful for solving problems. Discussion groups are also commonly used for exploring issues and making decisions. The discussion method is also one of the chief ways that an instructor can bring about attitude change. This is done by means of discussion and the careful examination of assumptions.[5]

Discussion can be done by using class as a whole but often also in students small batches discuses to break a given by problem is teacher to them. Because discussion method used to aim for give opportunity with for mutual deliver opinion in introduction and to break problem, make sphere that informal and make problem more draw, invite members that not pleasure speak want express opinions' them.

## 3. Teaching Procedure Text in Discussion

The activities show the real discussion, and they can support or motivate the student to learm. In this discussion there is a conversation that is ready between three people or more about topic definite with expressing her idea in make something.

Based on the quotation above, the writer can summarize the discussion method forces the students' ability to solve their problem cooperatively. So, every

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[5] Davies Ivor Kevin, *Instructional Technique*, (America: McGraw Hill,1981),p.41.

learner will react either in support or in opposition to the issue under discussion. Each student will learn to feel free to express his opinions, to argue with mutual respect and depend his own stand in the high of logic and reasonability.

This method is able to achieve more than the lecturing method objectiveness of a school general education. It develops facility in oral expression, critical, creative thinking, intellectual and imaginative problem solving.

## 4. Writing Procedure Text

In teaching and learning English, it needs an object as the problem should be taught; in this study the writer only focuses on writing because it is including an important lesson at every school now days. Linda stated that: "Writing is a process of revision and raw writing, the concept of writer based prose has proved to a break through concept because the difference between a text that communicates to a reader and writer".[6]

According to Bazerman that "Writing is a thing happens in the social world, and much of that social world is embodied in previous pieces of writing."[7] Writing involves other people. You respond to and build on other people's statements; you then write for other people to read. As a reader and a writer, you converse with others over the written page.

Based on the problem of the study, the objective of the study is to find out if contextual teaching learning (CTL) significantly affects the students' competence to write procedural text.

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[6]*Ibid* .,p.52.

[7] Bazerman, Charles, *The Informed Writer, (*New York: Baruch College City *University*,1985),p.1.

## C. METHODOLOGY OF RESEARCH

### 1. The Designed of Research

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| A | √ | X | √ |
| B | √ | Y | √ |

Note :
A = Contextual teaching learning group
B = Discussion Method group
√ = Treatment
X = Teaching by Contextual teaching learning in writing procedure text
Y = Teaching by Discussion method in writing procedure text [7]

### 2. The Population of the Research

| No | Grade | Population |
|----|-------|-----------|
| 1 | IX-A | 39 |
| 2 | IX-B | 39 |
| 3 | IX-C | 32 |
| **Total** | | **110** |

### 3. Definition of Operational Variable

CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.[8]

The discussion strategy is especially useful for solving problems. Discussion groups are also commonly used for exploring issues and making decisions. The discussion method is also one of the chief ways that an instructor can bring about attitude change. This is done by means of discussion and the careful examination of assumptions.

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[8] Johnson, B. Elaine, *Op. Cit.,* p.125

Writing procedure text is a text goal to give instruction about steps/ method/ manner to do something. Text procedure generally contains tips or with refers to action or step in making a goods or do activity.

## 4. The Result of the Research

**The Score of Pre-Test and Post-Test of Learning Writing Procedure Text Taught by Using Contextual Teaching Learning**

After the data needed is collected, namely the result of learning that the students got from the writing procedure text test, namely multiple choice test and written test by using Contextual teaching learning and Discussion method. This research provided two kinds of test for each group namely pre-test and post test. The writer used the instrument to collect data. It was the test, and it consists of 21 items, and every item was given four (4) for score.

Number one to twenty test is to know students' ability in choosing sentences in text procedure. Whereas, one item is an essay test of writing text procedure. It is given 20 for score, and the total score is 100.

## 5. The Result of the Students' Ability in Writing Procedure Text by Using Contextual teaching learning.

Based on the result of learning students got by using Contextual teaching learning above, it can be known that the sum of the students' score of pre-test was 1529 and post-test was 2691. Based on the result of learning students got by using Contextual teaching learning above, it can be seen that the highest score of the students was 90 and the lowest score was 16. In order to know the mean score of pre-test the writer used formula as below:

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{1529}{39}$$

M = 39.20

Then, the mean score of post-test the writer used formula as below:

$$M = \frac{\sum X_2}{N}$$

$$M = \frac{2691}{69}$$

$$M = 69$$

From calculation above, it is founded the rise between pre-test and post-test are 29.80, the mean score for pre-test is 15.29, and the mean score for post-test is 69.

Based on the computation frequency distribution of the students in score for pre-test and post-test of learning students by using Contextual teaching learning, the writer applied them as follows:

**Table:  The frequency distribution of students using contextual teaching learning in learning writing procedure text.**

| No | Interval | Median | Frequency | Percentages |
|----|----------|--------|-----------|-------------|
| 1 | 81 – 90 | 85.5 | 4 | 5.12 % |
| 2 | 70 – 80 | 75 | 9 | 11.53% |
| 3 | 59 – 69 | 64 | 18 | 23.07% |
| 4 | 48 – 58 | 53 | 21 | 26.92% |
| 5 | 37 – 47 | 42 | 11 | 14.10% |
| 6 | 26 – 36 | 31 | 9 | 11.53% |
| 7 | 15 – 25 | 20 | 6 | 7.69% |
| | **Total** | | **78** | **100%** |

6. **The Score of Pre-Test and Post-Test of Learning Writing Procedure Text Taught by Using Discussion Method.**

The result of pre-test and post-test that students of Discussion method group acquired are as follow:

**The Result of the Students' Ability in Writing Procedure Text by Using Discussion method**

Based on the result of learning students got by using Discussion method above, it can be known that the sum of students' score for pre-test was 2180 and post-test was 3003. Based on the result of learning students got by using Discussion method above, it can be seen that the highest score for students was 90 and the lowest score was 40. In order to know the mean score of pre-test the writer used formula as below:
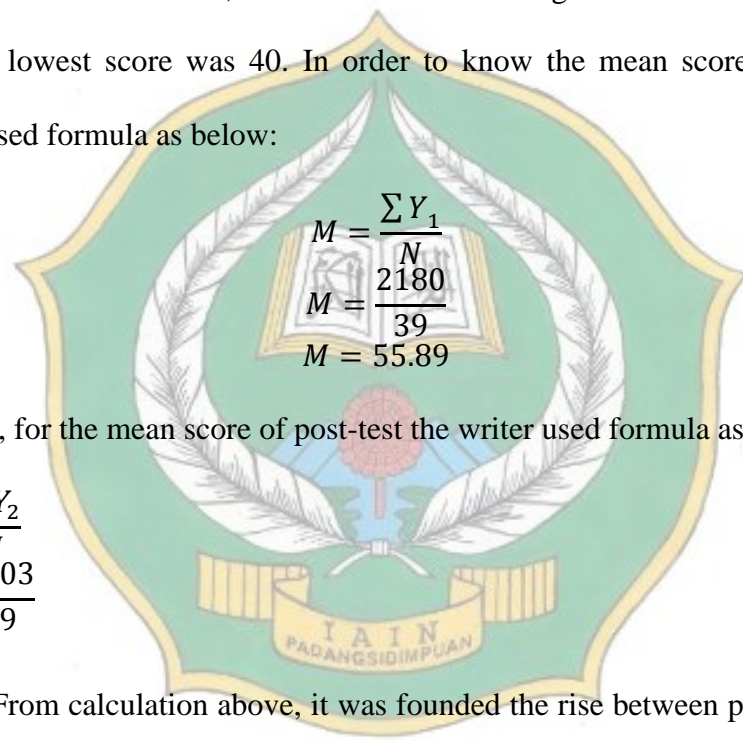
$$M = \frac{\sum Y_1}{N}$$
$$M = \frac{2180}{39}$$
$$M = 55.89$$

Then, for the mean score of post-test the writer used formula as below:

$$M = \frac{\sum Y_2}{N}$$
$$M = \frac{3003}{39}$$
$$M = 77$$

From calculation above, it was founded the rise between pre-test and post-test are 21.11, the mean score for pre-test was 55.89, and the mean score for post-test was 77.

Based on the computation frequency distribution of the students in score for pre-test and post-test of Discussion method, the writer applied them into table frequency distribution as follows:

**Table: The frequency distribution of students using Discussion Method in learning writing procedure text**

| No | Interval | Median | Frequency | Percentages |
|----|----------|--------|-----------|-------------|
| 1 | 89 – 95 | 89.5 | 4 | 5.12% |
| 2 | 82 – 88 | 85 | 8 | 10.25% |
| 3 | 75 – 81 | 78 | 10 | 12.82% |
| 4 | 68 – 74 | 71 | 15 | 19.23% |
| 5 | 61 – 67 | 64 | 18 | 23.07% |
| 6 | 54 – 60 | 57 | 11 | 14.10% |
| 7 | 47 – 53 | 50 | 7 | 8.97% |
| 8 | 40 – 46 | 43 | 5 | 6.41% |
| | **Total** | | **78** | **100%** |

**Data Analysis**

Based on the result of research above, the following table was the difference score between pre-test and post-test in both Contextual teaching learning and Discussion method groups by calculation data, and they are drawn on the table below:

**The Difference Score for Pre-Test and Post-Test of Learning Writing Procedure Text by Using Contextual Teaching Learning**

Based on the table above, it can be counted that total score of $X_1 = T_2 - T_1$ was 1162, in order to find out the mean score of the difference score for pre-test and post-test of learning writing procedure text by using contextual teaching learning was calculation as below:

$$X1 = \sum \frac{X_1}{N}$$
$$= \frac{1162}{39}$$
$$= 29.79$$

Then, the table below had shown the difference score for pre-test and post-test of Discussion method.

**The Difference Score for Pre-Test and Post-Test of Learning Writing Procedure Text by Using Discussion Method**

Based on the table above, it can be counted that score of X2 = T1-T2 was 823, in order to find out the mean score of the difference score for pre-test and post-test of Discussion method was calculated as below:

$$X2 = \frac{\sum X_2}{N}$$

$$= \frac{823}{39}$$

$$= 21.10$$

The next step is to calculate the data above, therefore, the writer also enclose the table of the calculation to get mean and the standard deviation from the result of learning.

**The Calculation to Get Mean and the Standard Deviation**

In conducting the calculation to above formula, we should get the score of mean variable $X_1$, mean variable $X_2$, standard deviation of variable $X_1$, standard deviation of variable $X_2$, standard error mean variable $X_1$, standard error mean variable $X_1$ and mean variable $X_2$ and score of to formula as follow :[9]

1. Mean variable 1 or mean variable $X_1$ by formula as follow :

$$MX_1 \text{ or } M_1 = \frac{\sum X}{N} = \frac{1162}{39} = 29,79$$

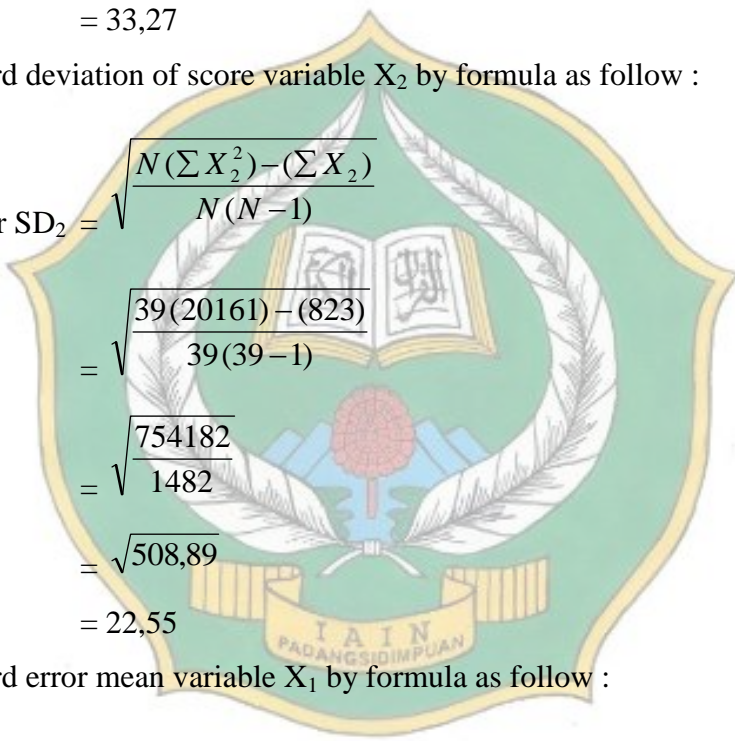2. Mean variable 2 or mean variable $X_2$ by formula as follow :

$$MX_2 \text{ or } M_2 = \frac{\sum X}{N} = \frac{823}{39} = 21,10$$

3. Standard deviation of score variable $X_1$, by formula as follow :

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[9] Arikunto, Suharsimi, *Op. Cit.,* p.112

$$SD, \text{ or } SD_1 = \sqrt{\frac{N(\sum X_1{}^2) - (\sum X_1)}{N(N-1)}}$$

$$= \sqrt{\frac{39(43236) - (1162)}{39(39-1)}}$$

$$= \sqrt{\frac{1640886}{1482}}$$

$$= \sqrt{1107,21}$$

$$= 33,27$$

4. Standard deviation of score variable $X_2$ by formula as follow :

$$SDx_2 \text{ or } SD_2 = \sqrt{\frac{N(\sum X_2^2) - (\sum X_2)}{N(N-1)}}$$

$$= \sqrt{\frac{39(20161) - (823)}{39(39-1)}}$$

$$= \sqrt{\frac{754182}{1482}}$$

$$= \sqrt{508,89}$$

$$= 22,55$$

5. Standard error mean variable $X_1$ by formula as follow :

$$SE\ MX_1 \text{ or } SE\ MX_1 = \frac{SD}{\sqrt{n-1}} = \frac{33,27}{39-1} = \frac{33,27}{38} = \frac{33,27}{6,1} = 5,45$$

6. Standard error mean variable $X_2$ by formula as follow :

$$SE\ MX_2 \text{ or } SE\ MX_2 = \frac{SD}{\sqrt{n-1}} = \frac{22,55}{39-1} = \frac{22,55}{38} = \frac{22,55}{6,1} = 3,69$$

7. To get product moment correlation coefficient ($r_{x1} \cdot x_2$)

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2\left(N\sum y^2 - (\sum y)^2\right)}}$$

$$r_{xy} = \frac{39\times(24922) - (1162)\times(823)}{\sqrt{(39\times 43236 - (1162)^2\left(39\times 20161 - (823)^2\right)}}$$

$$r_{xy} = \frac{588952 - 587492}{\sqrt{(582088 - 5789121)\times(596544 - 595984)}}$$

$$r_{xy} = \frac{996880 - 956326}{\sqrt{335960\times 108950}}$$

$$r_{xy} = \frac{40554}{\sqrt{3,6602810}}$$

$$r_{xy} = \frac{40554}{1,91319}$$

$$r_{xy} = 0,21$$

8. Standard error between mean variable $X_1$, and mean variable $X_2$ by formula as follow :

$$SE\ M_1 - M_2 = \sqrt{SE\ MX1 + SE\ MX_2{}^2 - (2\,rx_1.x_2)(SEM_1)(SEM_2)}$$

$$= \sqrt{(5,45)^2 + (3,69)^2 - (2.\,0,21)\,(5,45)\,(3,69)}$$

$$= \sqrt{29,70 + 13,61 - 8,4464}$$

$$= \sqrt{34,863}$$

$$= 5,90$$

9. To get score of "$t_0$" by formula as follow :

$$To = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{29,79 - 21,10}{5,90}$$

$$= \frac{8,690}{5,90}$$

$= 147,28$

Based on the calculation of the score on the table above, it shows that the score of the two teaching techniques were calculated by applying statistical analysis which can be illustrated into description of data. In order to describe the extent of the students dealing with procedure text, the criteria of value was applied; meanwhile, in getting the differential effect of the two teaching techniques the formula of test was applied. It shows that the computation of the T-Value for two groups.

**Conclusion**

After the research, there they are conclusions as follows:

1. The students are better in learning writing procedure text by using contextual teaching learning based on the mean score is 29,79, than discussion method that have the mean score is 21,10.

2. The result of teaching writing procedure text by using contextual teaching learning is better or it has a significant different result than discussion method at MTs Muhammadiyah 22 Padangsidimpuan.

3. The successfulness of the students in learning can be influenced by some factors of those the use of methods namely contextual teaching learning because in this method the students are free to use written themselves, besides they cannot be separated by their motivation and their environment.

**Suggestion**

Heaving seen the result of the study, there they are suggestions as follows:

1. The students should be improved their ability in writing procedure text.

2. The English teacher should increase their teaching method in teaching English in order to improve students' ability in writing procedure text.

3. The headmaster should be prepared the teaching media of learning in order to increase the students' interest in learning English.

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