

**THE EFFECTS OF CTL (CONTEXTUAL TEACHING AND LEARNING)
TO STUDENTS' WRITING SKILLS IN NARRATIVE TEXT
AT IJHS 3 PARIAMAN**

THESIS

*Submitted in Partial Fulfillment as One of the Requirements for Undergraduate
Program in English Education the Strata One (S1) Degree*



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APPROVAL PAGE

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AT IJHS 3 PARIAMAN

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Skripsi yang berjudul "Pengaruh Pengajaran dan Pembelajaran Kontekstual (CTL) Terhadap Keterampilan Menulis Siswa Dalam Teks Naratif di MTSN 3 Pariaman" ditulis oleh Dinda Permata Sari, Nomor Induk Mahasiswa (NIM) 2114050030 telah diuji dalam sidang Munaqasyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Imam Bonjol Padang, pada hari Jum'at tanggal 19 Desember 2025. Dengan demikian telah dapat diterima sebagai salah satu syarat dalam meraih gelar Sarjana S1 Jurusan Tadris Bahasa Inggris.

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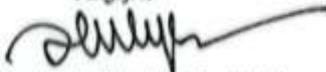

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DECLARATION PAGE

I hereby declare that this thesis, entitled "The Effects of Ctl (Contextual Teaching And Learning) to Students' Writing Skills in Narrative Text at IJHS 3 Pariaman," is my own original work and has not been submitted for any degree or examination in any other university. All sources used in this thesis have been properly cited and acknowledged. I understand that plagiarism is a serious academic offense and that any instance of plagiarism will result in disciplinary action.

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The image shows an official stamp of Universitas Islam Sumatera Utara (UISU) with the text "METERAL TEMPER" and a handwritten signature in black ink. Below the stamp is the identification number "42FANX203257357".

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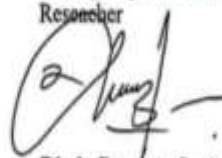
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ABSTRACT

Dinda Permata Sari (2025): *The Effects of Ctl (Contextual Teaching And Learning) to Students' Writing Skills in Narrative Text at IJHS 3 Pariaman*

This research investigates the effect of Contextual Teaching and Learning (CTL) on students' writing skills in narrative text at MTsN 3 Kota Pariaman. The study aimed to determine whether the implementation of CTL could significantly improve students' ability to write narrative texts by connecting the learning process to real-life experiences and local cultural traditions, particularly the Tabuik festival. This research employed a quasi-experimental design involving two classes of eighth-grade students: an experimental class taught through the CTL approach and a control class taught using conventional methods. Data were collected through pre-tests and post-tests and analyzed using descriptive and inferential statistics with SPSS 22. The findings revealed that the CTL approach significantly improved students' writing skills across all aspects of assessment, including content, organization, vocabulary, language use, and mechanics. Students in the experimental class achieved higher post-test scores than those in the control class, indicating that CTL effectively enhanced their writing performance. The integration of cultural elements such as Tabuik, Mandi Balimau, and Bajamba made learning more meaningful, motivated students to express their ideas creatively, and strengthened their grammatical and organizational competence. It can be concluded that CTL is an effective and culturally relevant approach to improving students' narrative writing skills and fostering creative, critical, and reflective learning.

Keywords: *Contextual Teaching and Learning (CTL), Narrative Text, Writing Skills, Local Culture*

ABSTRAK

Dinda Permata Sari (2025): *The Effects of Ctl (Contextual Teaching And Learning) to Students' Writing Skills in Narrative Text at IJHS 3 Pariaman*

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan Contextual Teaching and Learning (CTL) terhadap kemampuan menulis teks naratif siswa di MTsN 3 Kota Pariaman. Tujuan penelitian ini adalah untuk melihat sejauh mana pendekatan CTL dapat meningkatkan kemampuan menulis naratif siswa dengan mengaitkan proses pembelajaran dengan pengalaman nyata serta budaya lokal, khususnya tradisi Tabuik. Penelitian ini menggunakan desain quasi-experimental dengan melibatkan dua kelas siswa kelas VIII, yaitu kelas eksperimen yang diajar dengan pendekatan CTL dan kelas kontrol yang diajar dengan metode konvensional. Data diperoleh melalui pre-test dan post-test, kemudian dianalisis secara deskriptif dan inferensial menggunakan SPSS 22. Hasil penelitian menunjukkan bahwa penerapan CTL secara signifikan meningkatkan kemampuan menulis siswa dalam semua aspek penilaian, meliputi isi, organisasi, kosakata, penggunaan bahasa, dan mekanik. Siswa pada kelas eksperimen memperoleh skor post-test yang lebih tinggi dibandingkan kelas kontrol, yang berarti CTL efektif dalam meningkatkan kemampuan menulis naratif mereka. Integrasi unsur budaya lokal seperti Tabuik, Mandi Balimau, dan Bajamba membuat pembelajaran lebih bermakna, meningkatkan motivasi siswa, serta membantu mereka menulis dengan lebih kreatif dan terstruktur. Dengan demikian, dapat disimpulkan bahwa pendekatan CTL merupakan strategi pembelajaran yang efektif dan kontekstual untuk meningkatkan kemampuan menulis teks naratif siswa serta menumbuhkan kreativitas, berpikir kritis, dan reflektif.

Kata Kunci: *Contextual Teaching and Learning (CTL), Teks Naratif, Keterampilan Menulis, Budaya Lokal*

TABLE OF CONTENTS

APPROVAL PAGE	ii
THESIS ACCEPTANCE	iii
PENGESAHAN TIM PENGUJI	iv
DECLARATION PAGE.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENTS.....	xi
LIST OF TABLE	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
 CHAPTER I INTRODUCTION.....	 1
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	3
D. Formulation of the Problem	4
E. Purpose of the Research	4
F. Benefits of the Research.....	4
G. Key Word of the Research	5
CHAPTER II :REVIEW OF RELATED LITERATURE	7
A. Literature Review.....	7
1. Contextual Teaching and Learning (CTL).....	7
a. The Concept of CTL	7
b. Components of CTL.....	8
c. Application of CTL in Scientific Approach Teaching Steps	9
2. Narrative.....	12
a. The Concept of Narrative Text	12
b. The Structure of Narrative Text	13
c. The Language Features of Narrative Text	13
B. Relevant Study	15
C. Conceptual Framework	18
D. Hypothesis.....	19
CHAPTER III : RESEARCH METHOD	20

A. Research Design.....	20
B. Variable of the Research	20
C. Population and Sample.....	20
D. Research Instrument.....	21
E. Techniques of Data Collection.....	24
F. Techniques of Data Analysis	25
1. Description of Data	25
2. Descriptive Analysis	26
3. Formula of Data Analysis	26
4. Pre Requisite Data Analysis.....	28
CHAPTER IV FINDINGS AND DISCUSSION	31
A. Finding of the Research	31
1. Description of Pre Test.....	31
2. Description of Post Test	32
a. Experimental Class.....	33
b. Control Class.....	45
B. Pre requisite analysis.....	57
1. Normality Test	57
2. Homogeneity Test	59
3. Hypothesis Test.....	61
C. Discussion	68
CHAPTER V CONCLUSION AND SUGGESTION	73
A. Conclusion	73
B. Suggestion.....	74
REFERENCES.....	75

LIST OF TABLE

Table 2.1 Application of CTL in Scientific Approach Teaching Steps	9
Table 3.1 The Population	21
Table 3.2 Blue Print Writing Test	23
Table 3.3 Procedures of Experiment	23
Table 4.1 Students' Writing Scores in the Experimental Class of Pre Test.....	34
Table 4.2 Students' Writing Scores in the Experimental Class of Post Test	40
Table 4.3 Students' Writing Scores in the Control Class of Pre Test	45
Table 4.4 Students' Writing Scores in the Control Class of Post Test	50
Table 4.5 Score of Students' Writing	56
Table 4.6 Test Normality of the Data.....	58
Table 4.7 Test Homogeneity of the Data	60
Table 4.8 T-test of the Data	62
Table 4.9 Comparison Between Pre Test and Post Test of Experimental Class....	64
Table 4.10 Comparison Between Pre Test and Post Test of Control Class	66

LIST OF FIGURES

Figure 4.1 Average Pre Test Scores of the Experimental Class	38
Figure 4.2 Average Post Test Scores of the Experimental Class	43
Figure 4.3 Average Pre Test Scores of the Control Class.....	49
Figure 4.4 Average Post Test Scores of the Control Class	54

LIST OF APPENDICES

Appendix 1 Modul Ajar	81
Appendix 2 Instrument Pre Test and Post Test.....	135
Appendix 3 Blueprint of Writing Test	136
Appendix 4 Validation of Instrument	137
Appendix 5 Assessment Rubric from Jacob, 1981	139
Appendix 6 Data of Writing Test.....	142
Appendix 7 Score Pre Test and Post Test Per Aspect.....	144
Appendix 8 Documentation	153
Appendix 9 Letter of Proposal Seminar Invitation	155
Appendix 10 News of Proposal Seminar	156
Appendix 11 Letter of Request for Research Permit UIN Imam Bonjol Padang	157
Appendix 12 Research Permit from the One Stop Integrated Investment and Labor Services Office	158
Appendix 13 Research Permit Letter from the Ministry of Religious Affairs Office of Pariaman	159