

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the essential language skills that students must master in learning English, particularly in producing narrative texts. According to Hyland (2019), writing is a complex process that requires learners to generate ideas, organize them logically, and express them using appropriate language forms. Narrative writing plays an important role in developing students' creativity, imagination, and ability to sequence events coherently (Anderson and Anderson, 2003). However, many students still face difficulties in writing narrative texts, such as lack of ideas, limited vocabulary, grammatical errors, and poor organization (Pratiwi, 2022).

These difficulties are often influenced by the teaching approach used in the classroom. Brown (2004) states that ineffective teaching methods can hinder students' language development, especially in productive skills like writing. In many schools, writing instruction is still dominated by conventional methods that focus on explanation and product based assessment rather than engaging students actively in the writing process. As a result, students tend to be passive and find it difficult to connect the learning material with their real life experiences, which reduces their motivation to write.

To address this issue, an instructional approach that emphasizes meaningful and Contextual Teaching and Learning (CTL) is an approach that helps students relate academic content to real life situation and encourages

them to apply knowledge in meaningful contexts. Johnson (2002) defines CTL as a teaching and learning process that enables students to connect subject matter with real world situations, making learning more meaningful. Similarly, Sanjaya (2018) explains that CTL emphasizes student involvement through constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

In the context of teaching narrative writing, CTL provides opportunities for students to develop ideas by relating story content to their personal experiences and surrounding environment. Huda (2019) argues that Contextual Teaching and Learning helps students understand abstract concepts more easily because learning is grounded in real situations. Furthermore, integrating local culture into CTL, such as the Tabuik tradition in Pariaman, can enhance students' engagement and understanding. According to Suyanto and Asep (2013), cultural based learning materials can increase students' motivation and make learning more relevant to their daily lives.

Therefore, the application of Contextual Teaching and Learning (CTL) is expected to improve students' writing skills in narrative texts by creating a meaningful, engaging, and contextual learning environment. Based on this rationale, this research investigates "The Effect of CTL on Students' Writing Skills in Narrative Text at IJHS 3 Pariaman".

B. Identification of the Problem

Based on the background of the problem above, several problems related to the implementation of Contextual Teaching and Learning (CTL) in teaching narrative write can be identified as follows:

1. The principles of Contextual Teaching and Learning (CTL) have not been optimally implemented in teaching narrative writing at IJHS 3 Pariaman.
2. The teaching of narrative writing is still dominated by conventional and teacher centered methods, so students are not actively involved in connecting the material with their real life experiences.
3. The lack of contextual learning activities causes students to have difficulties in generating ideas, organizing their stories, and expressing their thoughts in narrative texts.

To overcome this problem, this research proposes the use of a learning and teaching (CTL) approach that incorporates local culture as teaching materials to increase student engagement and improve narrative writing skills.

C. Limitation of the Problem

Based on the background and identification of existing problems, not all problems can be studied intensively. To avoid expanding the problem, this research will be limited to the Influence of CTL (Contextual Teaching and Learning) Learning on Students' Narrative Text Writing Skills at Mtsn 3 Kota Pariaman. This research combines Tabuik culture as teaching material into a Contextual Teaching Learning (CTL) approach so that it can increase student engagement and narrative writing skills. The scope of this research is limited

to class VIII students at IJHS 3 Pariaman, so it does not include other local cultures or types of texts other than narrative texts.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem above, the general problem of this study can be formulated, as: “Is There Any Significant Effect of Contextual Teaching and Learning on Students’ Writing Skills in Narrative Text at IJHS Pariaman?”.

E. Purpose of the Study

Based on the problem formulation above, the aim of this research is to find the effects of contextual teaching and learning on students’ writing skills in narrative text at IJHS 3 pariaman.

F. Benefits of the Research

The benefits of this research are: First, Theoretical Benefits. This research can be used as input material and can provide additional insight related to learning material for writing narrative texts through the contextual teaching and learning (CTL) learning model. And this research can be used as alternative learning for teachers in schools in teaching narrative text writing material that is more effective and efficient for students

The Practical Benefits of this study deals with innovative learning that can be applied to other materials if CTL is proven to be effective for teacher. And with the Contextual Teaching and Learning, students will find it easier to write narrative text. The last, it is hoped that the implementation of this

research will be a lesson for researchers as teachers who have innovation and creativity in teaching learning material.

G. Key Word of the Research

1. Narrative Text

Writing is the process of arranging letters or words to express words or thoughts. Narrative text is a type of text that tells stories or events in a structured sequence, with the aim of entertaining, informing, or conveying a moral lesson. Anderson and Anderson((2003, p.3) state that a narrative is a text tells a story and, in doing so, entertains the audience.

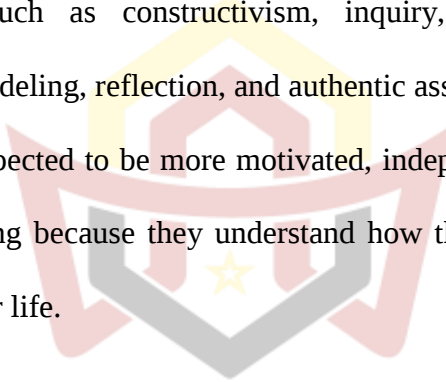
The structure of a narrative text commonly includes four main elements: orientation, complication, resolution, and coda. The orientation introduces the characters and setting of the story; the complication presents the main problem or conflict; the resolution explains how the problem is solved; and the coda provides a moral lesson or closing remark. Narrative text can be written based on true experiences or imaginary events. In English learning, narrative text is useful to develop students' creativity, imagination, and language skills, particularly in organizing ideas chronologically and using correct tenses, connectors, and descriptive vocabulary.

2. Contextual Teaching and Learning (CTL)

CTL is a teaching approach that connects learning material with real-life contexts, encouraging students to actively build their own understanding through meaningful experiences. According to Johnson

(2002, p.25), CTL is “a conception of teaching and learning that helps teachers relate subject matter content to real-world situations and motivates students to make connections between knowledge and its application to their lives.”

In this approach, learning takes place when students process new information in a way that makes sense to them based on their own experiences and environment. CTL emphasizes active learning, critical thinking, and collaboration among students. It integrates several key components, such as constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. Through CTL, students are expected to be more motivated, independent, and responsible for their learning because they understand how the lesson relates to real contexts in their life.



UIN IMAM BONJOL
PADANG