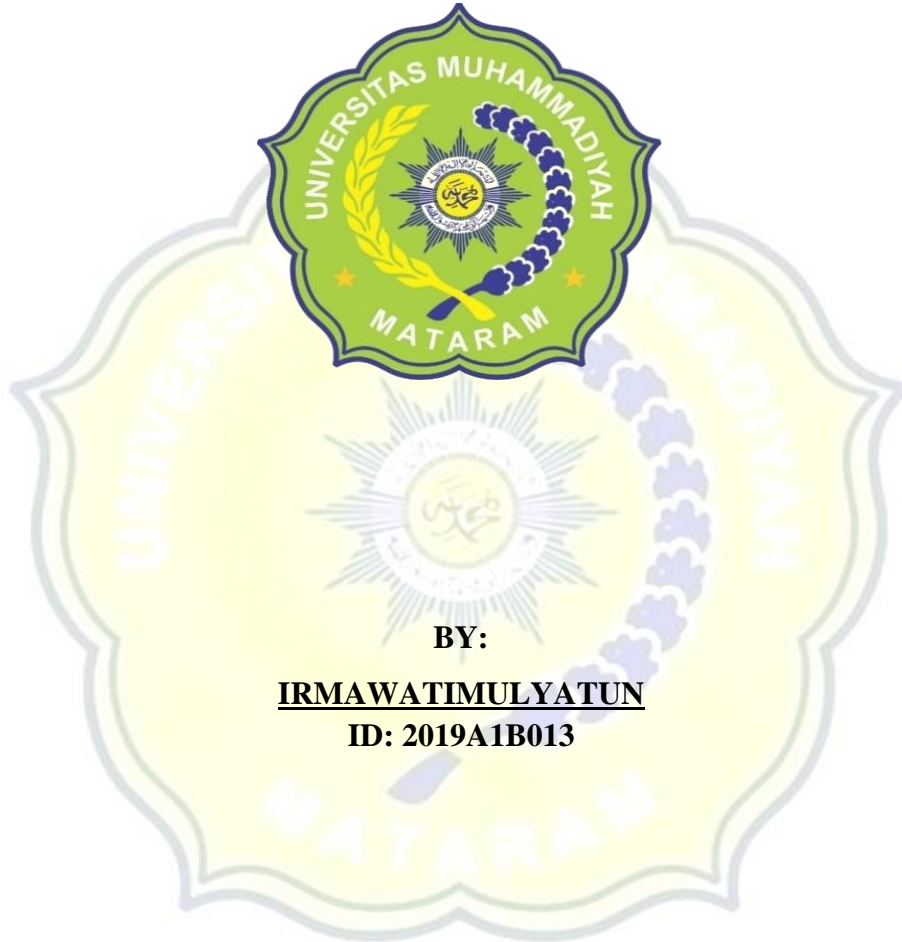


THESIS

**THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING (CTL)
APPROACH IN WRITING SKILLS**

**Presented as A Partial Fulfillment of the Requirement for the Bachelor's
Degree in English Language Teaching**



BY:

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**ENGLISH STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM
2023**

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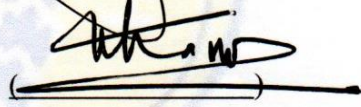
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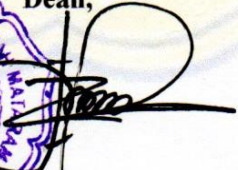
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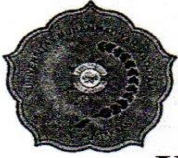
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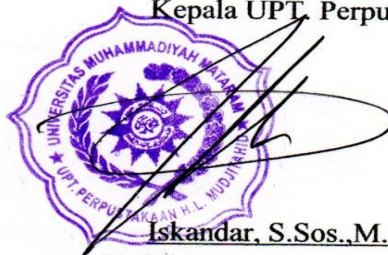
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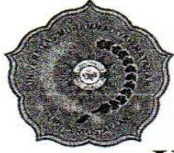


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MOTTO

“Education does not only belong to the rich, education is actually not expensive, actually what is expensive is your enthusiasm”

— Irmawatimulyatun—

“Barang siapa yang bersungguh-sungguh, sesungguhnya kesungguhan tersebut untuk kebaikan dirinya sendiri”

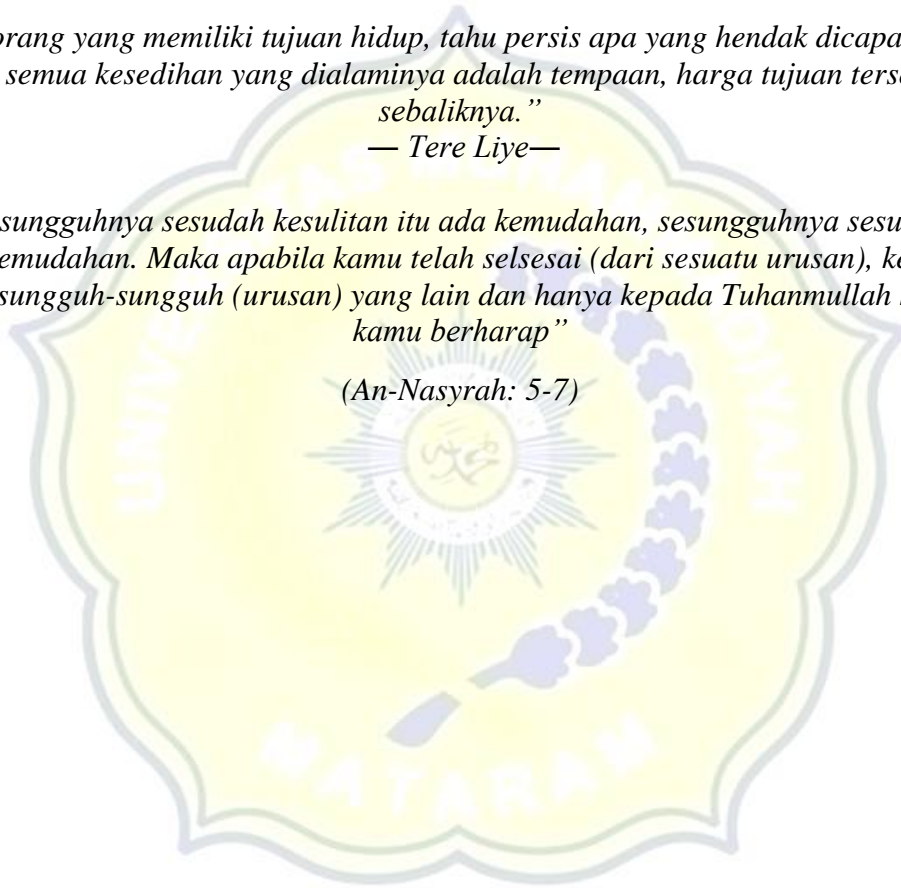
Qs.Al-Ankabut: 6

“Orang-orang yang memiliki tujuan hidup, tahu persis apa yang hendak dicapainya, maka baginya semua kesedihan yang dialaminya adalah tempaan, harga tujuan tersebut. Dan sebaliknya.”

— Tere Liye—

“karena sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan. Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain dan hanya kepada Tuhanmullah hendaknya kamu berharap”

(An-Nasyrah: 5-7)



DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Mukhtar Ta'ale and Mrs. Fatmah Dewi, who provide prayers, love, support, advice, enthusiasm and motivation for my success. Words of gratitude alone will never be enough to repay the kindness of parents, because that means offering my devotion and love for you, my parents.
2. My beloved older sister (Nurmulyaningsih), and my two beloved younger siblings (April Mulyanas Arif, Tasya Mulyanisatuul Zannah) who always support, make laugh, provide motivation, give encouragement and send prayers.
3. Beloved grandfather Ta'ale Arrahman (Alm), who always prays that his grandson will become a successful person and also graduate as a scholar. The big family of Mansyur Rais and the big family of Rukayah Ta'ale who have sent support and prayers from a distance.
4. Thank you to someone I can't name, who has been in my life, who has accompanied me in helping to provide support, comfort, and attention, accompanying me until I can be at this point today, disappointment, happiness, making me realize that I can be alone without many people. thank you very much.
5. Mr. Dr. Ilham, M.Pd as the thesis supervisor for his guidance and motivation
6. My best friend Resty Widiawati, Dewi Ratih Utami, Sori Maryati Gara. Together you go through the struggle by supporting each other, motivating each other, giving encouragement, giving prayers, making laughs, jokes and reprimands.
7. And all parties who have helped and cannot be mentioned one by one.
8. Thanks to all my friends in the English Department
9. My beloved lecturs and almamater Muhammadiyah University of Mataram

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Alhamdulillah rabbil 'alamin, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for Her blessing and mercy are given to the researcher during her study and completing this thesis. Then, the best wishes and salutations are upon the great messenger, prophet Muhammad peace be upon him. This thesis entitled “The Effectiveness of Contextual Teaching and Learning (CTL) Approach in Writing Skills ” is presented to the English Education Study Program of Universitas Muhammadiyah Mataram. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirements to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis:

1. Drs. Abdul Wahab., as the Rector of Muhammadiyah University of Mataram .
2. Dr. Muhammad Nizaar, M. Pd.Si., as the Dean of the Faculty of Teacher Training and Education.
3. Hidayati, M. Hum., as the head of the English Education Department.
4. Dr. Ilham, M. Pd., as the first consultant, and Irwandi., M. Pd as the second consultant for the encouragement and advice for the completion of this thesis.
5. All of the lectures in the English Education Department for valuable knowledge and guidance during the years of my study.
6. The researcher also would like to express her gratitude and appreciation to my beloved parents, all my beloved families, and friends for their conational support and help in providing literature and giving some valuables for the sake of this thesis completeness. God bless my whole family wherever they are aamiin.
7. Last but not least, those who could not be mentioned one by one, who had supported the researcher, thank you.

Finally, none or nothing is perfect, and neither is in this thesis. Any correction comments and criticism for the betterment of this thesis are always open-heartedly welcome.

Mataram, 30 Desember 2022

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ABSTRACT

This study attempts to look into how well the Contextual Teaching and Learning (CTL) approach works to help students become better writers. In this study, two classes were used: class VII B served as the control class and class VII A served as the experimental class. The research methodologies used in this study are quasi-experiments. This study shows that the CTL strategy can enhance pupils in grade VII's writing abilities in the academic year 2021–2022. The fact that students taught using the CTL technique scored higher than those taught using the traditional learning method is proof of this. The findings of this study show a significant difference between the experimental class and the control class ($t = -2.70$; $p 0.05$). The difference between the control class and the experimental class, using a 95% confidence level, is -5.25842 to 4.00842 . In light of the findings, it can be said that the Contextual Teaching and Learning technique can be successfully used to improve the descriptive writing abilities of eighth-graders at SMPN 1 Labuapi.

Keywords: CTL approach, writing skills, teaching writing

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ABSTRAK

Studi ini mencoba untuk melihat seberapa baik pendekatan Contextual Teaching and Learning (CTL) bekerja untuk membantu siswa menjadi penulis yang lebih baik. Dalam penelitian ini digunakan dua kelas yaitu kelas VII B sebagai kelas kontrol dan kelas VII A sebagai kelas eksperimen. Metodologi penelitian yang digunakan dalam penelitian ini adalah eksperimen semu. Studi ini menunjukkan bahwa strategi CTL dapat meningkatkan kemampuan menulis siswa kelas VII tahun pelajaran 2021–2022. Fakta bahwa siswa yang diajar menggunakan teknik CTL mendapat nilai lebih tinggi dari pada siswa yang diajar menggunakan metode pembelajaran tradisional adalah buktinya. Hasil penelitian ini menunjukkan adanya perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol ($t = -2,70$; $p 0,05$). Selisih antara kelas kontrol dan kelas eksperimen dengan menggunakan taraf kepercayaan 95% adalah $-5,25842$ sampai $4,00842$. Berdasarkan temuan tersebut, dapat dikatakan bahwa teknik Contextual Teaching and Learning dapat digunakan dengan sukses untuk meningkatkan kemampuan menulis deskriptif siswa kelas VIII SMPN 1 Labuapi.

Kata kunci: Pendekatan CTL, Keterampilan menulis, Pengajaran menulis

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CHAPTER I

INTRODUCTION

1.1 Background

The 2013 curriculum declares that learning English as a foreign language is significant for students in Indonesia at all grade levels. It is regarded as one of the disciplines that must be studied through university. Another subject that needs to be included in the curriculum is English. The 2013 curriculum states that English is essential to the advancement of information and technology. The curriculum is on display in the center for students, where they conduct more independent research than teachers do. The changes to the curriculum have an impact on how teachers and students perceive English learning, shifting it from an once traditional, based learning approach to a modern pedagogical dimension (Puspitasari, et al., 2020) , adjust the trend needs (Suryani, et al., 2020) , and challenge educators to improve students' skills becoming competence individuals (Banez & Sarmiento, 2019) .

Moreover, recently people have preferred the written form of communication in accessing information to oral communication. Abbas (2006) states the concept in terms of language use: the spoken language, which is very dominant, will be followed by the more dominant written language.

One of the four language skills that make up receptive and productive skills are writing, reading, listening, and speaking. Another definition of writing is transmitting one's thoughts, ideas, or feelings so that others can understand them. In addition, Harris, Ansyar, & Radjab (2014) and Ilham (2022) have stated that writing activity constructs language symbols into written form and is also a means

to convey ideas. Therefore, through writing, people try to express their ideas in sentences or paragraphs in readable writing that have meaning.

According to Rass (2001) said, "Writing is a tough talent for both native speakers and non-native speakers; writers must be able to write it in numerous aspects such as organization, content, purpose, vocabulary, audience, and mechanics like spelling, punctuation, and capitalization." This is so that students can learn some essential components of effective writing.

A type of text called descriptive text describes an actual object (person, place, and things). It will aid the reader in clearly comprehending the actual object. Then, descriptive writing includes both characterization and identification. The process of identifying an object is one of describing it. The technique of how to describe the object is then the description. Every writer and person uses descriptive writing to explain anything to a reader or listener, such as an object, person, animal, place, or experience (Knapp & Watkins, 2005)

Students can easily learn and achieve their learning objectives with the help of effective writing instruction. Therefore, in order for the students to accomplish the learning goals, the teacher must aid and direct them. The instructor, for instance, is responsible for selecting and implementing the best method for teaching writing. A person's viewpoint on the learning process is known as their approach, so (Rusman, 2014) . Therefore, the selection of the right approach is expected that it can affect the process of teaching and learning writing.

However, writing is regarded as a difficult skill to learn (Ilham, Musthafa, & Yusuf, 2020). It necessitates active cognition during a continual production process where thoughts and ideas are converted into written communication. In order for the creation of visual symbols to be coherent, according to Byrne (1993), they must be put in a specific order and connected in specific ways.

In practice, the learning of writing that often occurs in the classroom is dominated by teachers (Antika, 2014). This viewpoint is usually called learning using a teacher-centered or conventional approach. According to Rusman (2014), using traditional learning activities, the teacher-centered approach views the student as the learning object and the teacher as the exclusive provider of learning information. As a result, the teacher spends the majority of the learning time in the classroom explaining the material, and the students take notes as the teacher speaks. (Chang, 2011).

In accordance with the findings of an interview with a student who was enrolled in SMPN 1 Labu Api and a direct examination of the participant's writing abilities by the researcher while they were engaged in the activity. Based on the outcomes of the students' tasks, he claimed that the level of students' descriptive text writing was still quite poor. Writing descriptive material is still tough for the student. The most fundamental issue is also how a teacher may incorporate instruction into instruction that will keep students interested in what is being learned so that they do not become disinterested in what they are doing. Here, learning English is always seen as a crucial subject. English lectures that are only theoretical boring students and are frequently seen as a subject that is always

involved in daily activities, thus students' motivation in studying English is reduced.

Thus, teaching English, particularly writing, can benefit from the contextual teaching and learning approach. Contextual teaching and learning (CTL) places a strong emphasis on the students' participation in the entire process to find the information learned and relate to the real-life situation to motivate students to apply the knowledge or skills obtained in their lives. Additionally, it is advised to use the contextual approach (CTL) when putting the Education Unit Level Curriculum into practice. Therefore, it is necessary to build this contextual learning strategy.

Many experts have offered various definitions of contextual learning. Contextual learning, according to some experts, is a strategy for assisting educators and learners in appropriately relating meaning and events from the real world to academic material. (Johnson, 2002; Sears, SJ, & Hersh, 1998). In other words, CTL encourages students to take ownership of their learning and to connect concepts with how they might be used in different circumstances in their lives. In addition to the previous definition, Nurhadi, Yasin, & Senduk (2004) suggests that the philosophy of constructivism is why teachers choose CTL as an alternative approach to teaching and learning. In this case, students are expected to learn through "experiencing," not by "memorizing" the subject matter.

Several research studies show that contextual teaching and learning can improve students' writing skills. (eg Haerazi, 2019; Hasani, 2016; Nawas, 2018; Satriani & Emilia, 2012) . Haerazi (2019) explored the practice of contextual teaching and learning approaches to improve students' reading comprehension

about motivation. The results of the study demonstrate the value and effectiveness of contextual teaching and learning in improving students' reading comprehension of learning motivation. The minimal success conditions were met. Each cycle brought about a significant improvement in that students might lessen their learning challenges by engaging in reading activities based on the context and content. In line, Haerazi (Hasani, 2016) examined how the contextual learning paradigm and the capacity for critical thought affected students' argumentative writing abilities. According to the study, students' argumentative writing abilities are higher in the contextual model than in the non-contextual model. Students with poor critical thinking skills, however, did not advance their contextual writing skills relative to those in the non-contextual classroom. The result of Nawas's (2018) study strengthened the finding that the CTL approach through REACT strategies can be implemented in teaching writing. The study by Satriani et al (2012) furthers the discovery that contextual teaching and learning approach writing instruction. The research results showed that the teaching writing program was effective in enhancing students' recount writing abilities. They demonstrate some advancements in graphic characteristics, grammar roles, and schematic layout.

The researchers are interested in conducting experimental research on the effectiveness of Contextual Teaching and Learning (CTL) Teaching and Learning Approaches in Writing Skills for Class VII Students of SMPN 1 Labuapi in order to address the issues identified at SMPN 1 Labuapi above. The originality of this study resides in contextualizing learning and teaching while using various learning techniques to impart writing skills. The instructional techniques use text types that

can be used either individually or in groups. Additionally, the teaching methods encourage students to actively learn the language.

1.2 Formulation of the problem

The problem can be framed as Contextual Teaching and Learning (CTL), which is beneficial in boosting the imagination of Class VII students at SMPN 1 Labuapi when composing descriptive pieces.

1.3 Research purposes

This study aimed to describe the effectiveness of the *Contextual Teaching and Learning* (CTL) approach in writing descriptive texts for seventh-grade students of SMPN Labuapi.

1.4 Significant of research

In this study, researchers have theoretical benefits as well as practical benefits.

1.4.1 Theoretical Benefits

1. This research can be used as a reference in improving the teaching and learning process, especially in writing descriptive texts
2. As a reference material in the teaching and learning process, especially in writing descriptive texts.

1.4.2 Practical Benefits

1. Teachers expect their students to write more evocatively.
2. It can offer options for teachers to choose from when coming up with learning strategies, particularly when it comes to writing news pieces. The abilities of Indonesian language instructors can also be enhanced,

particularly in news text writing activities, through a *contextual teaching and learning* (CTL) approach.

3. The quality of learning to write descriptive texts in particular, as well as learning Indonesian in general, will be improved by this research in schools.

4. The findings of this study are anticipated to add to both the general knowledge of the community and the community's understanding of this research.

5. By using a contextual teaching and learning (CTL) strategy, it can provide new insight into the processes involved in composing descriptive writings.

1.5 Definition of Key Terms

1.5.1 Writing Descriptive Text

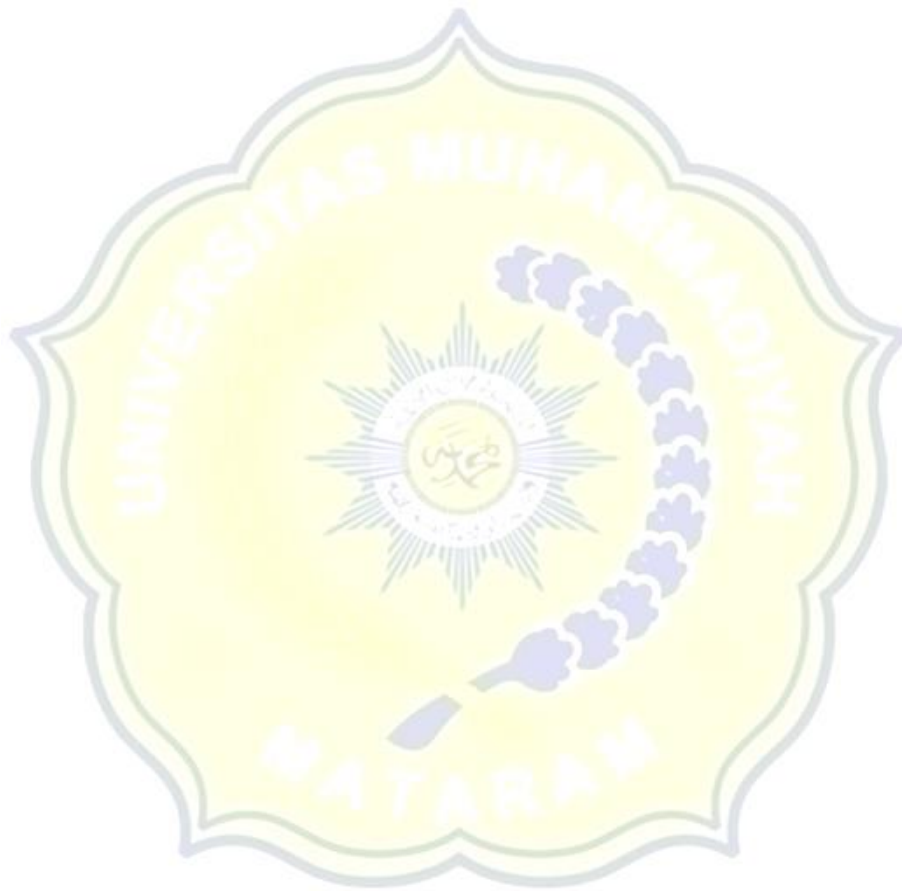
Stated that writing is an activity to produce thoughts and feelings with writing. Writing can also be interpreted as communicating, and expressing thoughts, feelings, and desires to others in writing (Brown & Lee, (2015).

1.5.2 Contextual Approach

According to Idrus Hasibuan (2014), it was John Dewey's traditional educational background that he initially used to build contextual learning. Dewey developed a curriculum and a teaching approach based on the experiences and passions of the students in 1918. When lessons are connected to what students already know and are doing in their immediate environment, they will learn more effectively.

1.5.3 Contextual Teaching and Learning (CTL)

The notion of contextual teaching and learning (CTL) enables students to make connections between their information and how it will be used in real-world settings outside of the classroom. Students, however, gradually pick up knowledge. A small provision for life's issues that comes from the process of self-construction., Zulaiha (2016).



CHAPTER II

THEORETICAL REVIEW

2.1 Relevant Research

To assist the study that is currently being done, this section will highlight pertinent research. A lot of study has been done on the efficiency of CTL in teaching people how to produce descriptive text, including (Murtiani & Ratna Wulan, 2012); (Desyarini Puspita Dewi, Nila Yuniani, 2020); (Jubhari, 2022).

Murtiani, Fauzan, & Ratna Wulan (2012) conducted research on how to improve the quality of physics instruction at SMP Kota Padang by applying the lesson study approach based on contextual teaching and learning (CTL). This study shows that implementing a CTL method based on lesson studies can boost the learning activities of students with low and medium skill levels. However, The adoption of the Lesson Study-based CTL strategy can enhance the learning outcomes of students with low, medium, and high skill levels; but, for students with high skill levels, it does not contribute. Increased student involvement results in improved student learning outcomes in physics courses, which raises the standard of instruction. The quality of physics instruction at SMPN Kota Padang can therefore be enhanced by the use of the Lesson Study-based CTL technique.

Using the Contextual Teaching and Learning (CTL) approach, students' reading comprehension of motivation is improved. Contextual teaching and learning (CTL) can raise students' motivation and reading comprehension, according to the analysis. Five phases of instruction make up this method: modeling, questioning, inquiry, learning community and constructivism, genuine

assessment, and reflection. In Cycle 1, there are four meetings where the researchers and teacher interact. The final writing comprehension test was administered at the sixth meeting. In the first through third meetings, the contextual teaching and learning technique did not yet have a positive impact. The fourth meeting provided evidence of the impact of the CTL strategy. The achievement score for students was 75 on average. It indicates that the minimal achievement criteria (KKM) were met. The most significant difference in each cycle was that students might lessen their learning challenges through reading activities based on the context and content. Additionally, it had an impact on pupils' desire to learn. The results of the study demonstrate the value and effectiveness of contextual teaching and learning (CTL) in improving students' reading comprehension of learning motivation. Therefore, it is advised that English teachers who want to become better readers utilize and further investigate the CTL approach. Because it can reduce students' learning issues, the English instructor can keep using this strategy in ELT sessions at junior secondary schools. For English teachers, it's crucial to remember that, taking into account the students' English reading proficiency, the CTL technique should not only be used in groups, as this study did, but also in pairs or alone. It was challenging for the researchers and the English teacher to give students a variety of engaging readings on the subjects of the reading texts while conducting their research. Consequently, it is advised that other scholars develop more captivating and diverse themes.

Furthermore, Jubhari et al. (2022) examined how well Indonesian middle school EFL students' narrative writing skills improved using a contextual teaching

and learning approach. The findings of this study demonstrate that a major contribution of this research is new understanding of the effectiveness of the CTL approach for teaching narrative writing through components that support one another in the writing process (i.e., learning communities, including modeling, inquiry, and questioning).studied the Effectiveness of the Contextual Teaching and Learning Approach in Improving the Narrative Writing Skills of Indonesian Middle School EFL Students. The results of this study reveal that a key contribution of this research is new insight into the efficacy of the CTL approach for teaching narrative writing through mutually supporting components (i.e., learning communities, including modeling, inquiry, and questioning) with the writing process. According to the results of the current study, using the CTL technique considerably helps students develop their narrative writing abilities. It provides evidence that using the CTL approach while teaching writing aids students in developing their understanding of how to write narratives. Additionally, students see the use of the CTL approach favorably. Students can participate actively, engage in group activities, and apply what they learn to their daily lives. As a result, students are better able to compose narrative material. The latest study supports the results of earlier studies. As non-parametric tests are the main emphasis of the research, future researchers can conduct comparable research by enlarging the study, increasing the number of participants, and using interview techniques that corroborate the questionnaire results.

The differences and similarities from previous studies are the references for this research in determining the next steps. The similarities and differences in this

study lie in the variables, research methods, and time so that it can be a reference for researchers to analyze the results.

2.2 Writing Descriptive Text

2.2.1 Definition of Writing

There are four parts to language skills: speaking, reading, and writing. Listening is one of these parts. Each skill has a close connection to every other skill. Language proficiency is learned in stages. Humans first learn to speak, read, and write in their early years of development. Teachers are always acquiring new skills, such as how to employ authentic texts and circumstances in class, how to concentrate on the linguistic objectives of communication, how to teach fluency rather than just accuracy, and how to make the most of students' investment in their education. The same patterns and underlying ideas also apply to how learning to write develops (Brown & Lee, 2015).

Indrilla (2018) The four language skills writing, reading, listening, and speaking are divided into receptive and productive skills. Writing is one of the four language skill components. Reading and listening are receptive skills because they help students understand and gather information. Speaking and writing, on the other hand, are considered productive abilities since they need the learners to be able to express ideas, opinions, and thoughts in formal language. Another definition of writing is transmitting thoughts, ideas, or feelings so that others can understand them.

Writing is an activity that sparks thoughts, and it is a linguistic skill that is used as an indirect communication tool between writers and readers in different written languages. Writing proficiency contributes strategically to expanding one's information base. Because writing is a fundamental talent that students need to acquire in order to express their thoughts and ideas in written form, writing abilities must be cultivated.

2.2.2 Characteristics Of Written Language

Brown & Lee (2015) some characteristics of written language from the perspective of a reader have been defined, as follows

1. Immortality

The author gives up some control after something is written and presented to the intended audience in its final form. This control includes the skill to alter, clarify, and withdraw.

2. Production time

Students' writing skills can be developed given the correct amount of time. While some processing time may need to be sacrificed, demonstrative writing can be mastered with enough practice.

3. Distance

This expectation covers the traits of the intended audience as well as the comprehension of particular words, phrases, sentences, and paragraphs. The distance requirement needs what could be called "cognitive" empathy because skilled authors are able to "read" their writing from the viewpoint of the intended audience. The skill to foresee the reader's general

knowledge, cultural and literary schemata, specialist subject-matter knowledge, and how their language choice would be understood, is a must for writers.

4. Orthography

By altering a few dozen letters and other written symbols, everything from basic greetings to incredibly complex ideas can be expressed.

5. Complexity

Discourse aspects, lexical and syntactic diversity, sentence combining, and other topics must all be learned by writers. The shorter sentences and clauses that are typical of spoken language can not be acceptable in the written mode, which can be challenging for English language learners.

6. Vocabulary

The use of vocabulary is more required in written language than it is in speaking. The richness that comes with using a wide range of word choices is something that good writers will learn to exploit. To that end, it should be noted that lexical diversity goes much beyond just seeking for synonyms to include an appreciation of the subtleties of a word's meaning or connotations in a given context.

7. Formality

Academic writing requires students to learn how to describe, explain, compare, contrast, illustrate, support, criticize, and argue while adhering to a variety of predetermined patterns. These conventions are the most complicated.

2.2.3 Writing Purpose

According to Putra (2020), (1) The purpose of the assignment, i.e., the author writes because it is required of him and not out of his own initiative, is the purpose of writing. (2) Altruistic objectives, i.e., the author wants to make his work more enjoyable for the reader and to please them. He also wants to prevent any hurt feelings from occurring and to make his work clear. (3) The aim of writing in a persuasive tone is to persuade the audience that the concepts being presented are true. (4) Informative writing, or writing that tries to inform or explain something to the audience. (5) The goal of self-declaration, or the act of introducing or announcing oneself to the reader as the author (6) Literary objectives, such as writing that aspires to artistic and literary values. (7) Writing that seeks to reflect or examine ideas so the reader can grasp them serves as problem-solving.

According to Putra (2020) The purpose of writing is to express something about the author. The tone of the text is appropriate for the message and goal. Instead of selecting an appropriate and harmonious subject, writers must consider their audience.

There are a variety of reasons why people write, it can be inferred from the experts' comments provided above. Writing, for instance, is meant to amuse the reader, thus the author may be sure that the reader will find the work entertaining by using writing to accomplish this.

2.2.4 Component of Writing

Nurfisi (2020) explains that writing is a collection of letters ordered into sentences or paragraphs that respect the connection between nature and the human experience, recognizing it as a whole, and taking into account the multifaceted influence of places and landscapes on human life. That is to say, writing on the relationship between actual life and personal experience can be read in printed materials. Writing is made up of paragraphs, and a good paragraph should satisfy the following requirements:

1. a statement that outlines the concept that will be developed in a paragraph,
2. focus on one primary idea in each paragraph,
3. cohesion and coherence; readability and clarity,
4. thoroughness; perform its job of introducing the subject; and
5. regulations; how to structure ideas in a paragraph such that it has coherence and purpose.

While there are a number of writing-related components to take into account while creating a strong text in the writing component. The following writing components, which aid in the creation of documents that are intelligible and clear:

1. Creating Ideas

Students may be inspired to write descriptive texts in a paragraph because the topics they are provided are ones they are familiar with.

2. Organization The benefit of an organization in writing is that it might encourage readers to accept the author's claims as true and voluntarily adhere to his or her directions.

3. Several Vocabulary

Knowing words and their meanings is known as vocabulary. Additionally, it defines vocabulary knowledge as understanding of words that not only imply a definition but also show how the term fits into the context.

4. grammar components

Talking about grammatical constructions and syntactic structures is included. A teacher assesses students' sensitivity to the grammatical patterns suitable to the genre of writing while evaluating their writing skills.

5. Mechanics

The usage of linguistic etiquette is known as mechanics. This is referring to how words appear on paper, including how they are spelt and how they are ordered. Sentences must traditionally start with a capital letter and end with a punctuation mark, such as a period, a question mark, or an exclamation point. Orthographic (spelling, capitalization, and punctuation) and mechanical faults are both types of errors (Khoiri, 2020).

2.2.5 Descriptive Text

Descriptive text is a type of text which describe a person, place, or thing (Gerot & Wignell, 2009). Lismi, Abdussamad, and Ahmad Rabi'ul Muzammil (2019) have put out the idea that descriptive writing strives to give information or specifics about objects. According to the author, this is done so that they

can influence feelings, things, and the reader's imagination by allowing them to see, hear, or feel what is happening firsthand. A descriptive text is one that uses language to describe people, things, looks, sights, or events. This style of writing discusses things in a way that allows the reader to experience it via their five senses (as if they could feel, see, hear, or experience it).

that the person has actually seen what is being described. By describing an object or objects in detail based on their physical traits, the descriptive text also serves a social purpose. So that the reader or listener has never seen anything for themselves, the descriptive paragraph also describes something the author will reveal.

Zulaikah, Agustina, & Muklas (2018) A descriptive paragraph describes how things, people, or places are. In order to provide the reader a good understanding of the subject, students can utilize their imagination and perceptual sense in descriptive texts to make the reader hear, taste, smell, see, and feel certain things.

On the basis of this assertion, it can be inferred that a descriptive text is a paragraph that includes the experience of something that is seen, felt, heard, experienced, and so on, giving the reader the impression that they are seeing, feeling, hearing, and experiencing the subject of the description.

2.3 Contextual Approach

2.3.1 Definition of Contextual Approach

Hasibuan (2014) asserts that it was from his traditional educational experiences that John Dewey first invented contextual learning. Dewey

developed a curriculum and a method of learning in 1918 that were based on the experiences and passions of the students. If what they learn is connected to what they already know and what is going on around them, then students will learn more effectively.

Context, which denotes a relationship, context, atmosphere, and circumstance, is the root of the word contextual. The Ministry of National Education Writing Team has the following definition of CTL: Contextual learning is a theory of learning that involves the seven key elements of effective learning, namely constructivism, questioning, inquiry, learning communities, modeling, reflection, and actual research. It assists teachers in connecting the material they teach to real-world situations and encourages students to make connections between their knowledge and its application in their daily lives.

The CTL approach is a method of learning that connects classroom material with the surroundings of students or their actual world. Because students are aware that the things they are learning in class will be valuable in their daily lives, learning will become more meaningful. The CTL approach, with its variety of activities, makes learning more exciting and enjoyable for pupils and can also enhance their drive to study (Murtiani et al., 2012)

Thus, one of the learning strategies advised for use in putting the Education Unit Level Curriculum into practice is the contextual approach (CTL). Consequently, it is necessary to build this contextual learning strategy. The CTL strategy hasn't actually been applied well in most cases, in spite of this.

2.3.2 Characteristics of Contextual Learning

Nurhadi et al. (2004) 8 Contextual learning has the following characteristics:

1. Establish trusting relationship

Students can group themselves as individuals who actively learn to develop their particular interests, who can work both independently and in groups, and who can learn through doing.

2. Carrying out significant activities

Students make connections between the circumstances of education and other aspects of daily life as citizens and business people.

3. Self-regulated learning

Students engage in major activities if there is a goal, a commercial relationship with others, a decision-making aspect, and tangible outcomes.

4. Work together

Together, teachers and students can effectively operate in a group, and teachers may educate students how to influence and communicate with others.

5. Think critically and creatively

Students are able to think critically and creatively at higher levels, which includes the skill to synthesize, evaluate, solve issues, make judgments, and use logic and evidence.

6. Care for or maintain student personality

Students keep their personalities by remaining knowledgeable, paying attention, setting high standards, inspiring themselves, and fortifying themselves. Without adult assistance, students cannot succeed.

7. Achieve high standards

High standards are acknowledged and met by pupils; set objectives and encourage students to meet them.

8. Using authentic assessment

Students apply their academic knowledge in practical settings for a worthwhile goal.

2.4 Contextual Teaching and Learning (CTL)

2.4.1 Definition of Contextual Teaching and Learning (CTL)

Context, which can refer to a relationship, context, atmosphere, or circumstance, is where the word contextual derives from in English. Contextual thus means having to do with the environment. As a result, contextual teaching and learning (CTL) is understood to be learning that is connected to a particular environment.

Zulaiha (2016) Contextual Teaching and Learning (CTL) is a concept for teaching and learning where the teacher uses real-world scenarios in the classroom and encourages students to connect their existing knowledge to its practical applications. Little, and derived from the process of building oneself, as a provision for resolving issues in life. (Hasibuan, 2014) According to the definition of CTL, which is teaching that facilitates

learning, contextual teaching is learning in which students apply their academic knowledge and skills in a variety of in- and out-of-school contexts to solve simulated or real-world problems both alone and with others.

Therefore, Contextual Teaching and Learning (CTL) learning stresses information and experience from the real world, high-level thinking, student-centered, engaged students, critical, creative, and problem-solving students learn fun, fascinating, not boring, and employ a variety of sources of study.

2.4.2 Main Components of the Contextual Approach

Zulaiha (2016) Promotes the idea that employing these aspects as a foundation for carrying out the learning processes will help integrate CTL in the classroom. Some of the elements that go into this process include:

1. Constructivism

The CTL approach's philosophical underpinning is constructivism, which holds that knowledge is gradually produced or generated by humans and then developed. Knowledge goes through many phases before becoming a science; it is not a finished good that can be picked up and used. To turn an issue into something they can use, students must be able to explain their ideas and come up with a variety of effective solutions. Since educators are unable to provide students with full knowledge, their only responsibility is to support, help, and steer learning. The skill to locate and apply that knowledge in different contexts is required of students.

2. Questioning

For everybody, asking is the first step in learning something or gaining knowledge about something. It can be examined by asking questions if you need information or want to know something in deeper detail. The primary method of CTL learning is questioning. The teacher employs a technique called asking to assess or gauge the abilities of the class. Similar to adults, asking questions is a necessary first step when dealing with students.

3. Inquiry

Since finding is a fundamental component of CTL, teachers must create activities that make reference to finding. A robust mental process underlies an investigation, streamlining its operations. Discovering knowledge and skills from the content being studied is what this activity encourages students to do creatively.

4. Learning Community

Since the idea of a learning community implies that learning outcomes are acquired through cooperation with others, this activity's implementation requires interaction between two possible avenues for discussion. Following that, you are free to express yourself, ask questions, or express opinions. Since everyone is still in the learning stages, there are no restrictions on speaking. Sharing amongst friends, groups, and those who know and do not know results in learning outcomes.

5. Modeling

There is always a model in a lesson that students can follow. We can employ a variety of models, such as those that involve students, outside parties, or other educators. Before the students perform the work, the teacher must serve as an example. The kids pay great attention when the teacher is explaining something. Before practicing individually, student can follow and mimic a model.

6. Authentic Assessment

An evaluation must be done in order to determine the level of student learning, although this assessment is frequently generic in nature and only a final test is given. Since it is possible to see what and how a student's performance or talents are during the learning process, the assessment that is being done here is drawn from the full sequence of learning processes. Because it is a component of student work or study, shouldn't we also be grateful for this? In order to guarantee that pupils have a positive learning experience, the instructor needs to be aware of this. Homework, tests, presentations, and work are examples of things that can be utilized as a foundation for evaluation. The attributes of an authentic assessment include (a) Measuring process, performance, and product; and (b) Conducting both during and after the learning process.

7. Reflection

Students will be assessed on their memory abilities to determine how much they understand or how much of the material they have studied is

retained in their memory. Reflection is a task to remind them of what they have just learned or have already learnt. Then, based on their skill, the students will communicate what they have learned.

2.4.3 Components of Contextual Teaching and Learning (CTL)

Zulaiha (2016) States that Contextual Teaching and Learning (CTL) system learning includes eight main components, which are described as follows:

1. By helping students make connections that have significance, contextual teaching and learning (CTL) helps them find meaning in the academic material they are learning.
2. Engaging in meaningful work. Research in neuroscience and psychology has demonstrated the critical role that meaning plays in improving memory and learning. Students will find it simpler to internalize new ideas and retain them in their long-term memory if they are engaged in meaningful activity.
3. Engage in self-regulated learning; when students relate the information to the context of their own experiences, they engage in activities that incorporate self-regulation principles and uncover their interests and limitations, helping them to come to terms with who they are as individuals.
4. Work together in groups; a Contextual Teaching and Learning (CTL) model class will always have a system of group cooperation to enhance social interactions in the classroom.
5. Think critically and creatively
6. Helping individuals to grow and develop

7. Achieve high standards; The high level in question includes both intellectual and environmental criteria. The goal of this task is to push students to use their knowledge and skills in practical settings.
8. Using authentic assessment; This assessment provides an opportunity for students to obtain feedback on the lesson's content with their environment.

2.5 Research Hypothesis

The hypothesis provides a temporary answer to the research problem as it is now framed. In the process of forming the study problem, it was mentioned as a statement sentence. It is called transitory because the answers are just based on relevant hypotheses rather than information obtained through data collection. In question is a high standard that includes both environmental and intellectual norms. Students are pushed by this task to use their knowledge and abilities for particular reasons in the actual world (Sugiyono, 2014).

Ho: *Contextual Teaching and Learning (CTL) Learning Model is not more effective for improving seventh-grade students' descriptive text writing skills of SMPN 1 Labuapi.*

Ha: *Contextual Teaching and Learning (CTL) Learning Model effectively improves the writing skills of seventh-grade students of SMPN 1 Labuapi.*

CHAPTER III
RESEARCH METHODS

3.1 Research Type and Design

3.1.1 Research design

This study adopts a *quasi-experimental design* using a *nonequivalent control group design* (Sugiyono, 2014), This is best explained as follows: Although this type of experimental design includes a control group, it is not totally capable of preventing outside factors from influencing how the experiment is carried out.

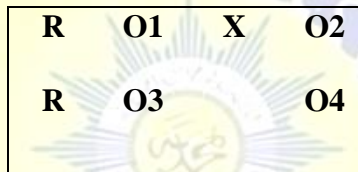


Figure 3.1 Research design *Nonequivalent Control Group Design*

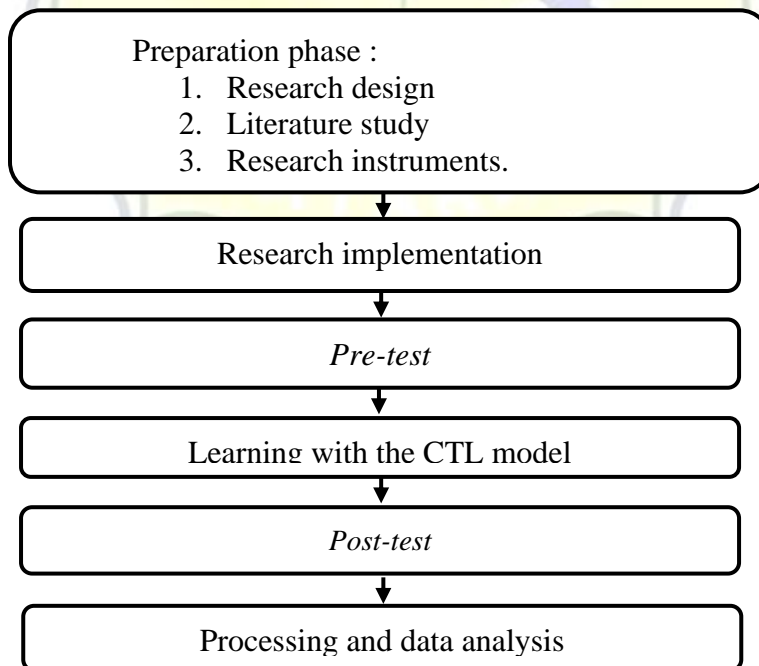
Information:

- R : Experimental group and control group
- O1 : *Pre-test results* of the experimental group
- O3 : Control group *pre-test results*
- X : Treatment/treatment in the form of model application
- O2 : Experimental group *post-test results*
- O4 : Control group *post-test results*

A *pretest-posttest* control group design, which is how the *nonequivalent control group* is set up, is essentially identical to the genuine experimental design. The experimental group and control group in this design weren't, however, picked at random (Sugiyono 2014:79). Treatment (X), or instruction utilizing the CTL model, was given to Group O1 (the experimental group). Group O3 (the control group) on the other hand did not get any treatment (using conventional methods). Initial tests were performed in the experimental and control classes before the research was carried out. Prior to receiving therapy, this preliminary assessment was done to gauge the starting levels of performance for the two classes.

3.2 Research procedure

The Experimental class pre-test is followed by the following as the flow of the research implementation as shown in the diagram:



3.3 Place and time of research

3.3.1 Research Place

As the experimental class consists of students in Class VII A and the control class consists of students in Class VII B, this research will be conducted at SMPN 1 Labuapi.

3.3.2 Research time

Putting into practice research activities in the first semester of 2022/2023, with the following stages of research:

1. Preparation phase

The problem definition phase, research proposal development, instrument grid development, instrument development, lesson plan development, consultations, and research permission applications are all included in the preparatory phase.

2. Implementation stage

The implementation phase involves test trials carried out outside the study sample, administering a *pre-test* to gauge students' initial aptitude for using the *CTL learning model* in the experimental class, using standard methods in the control class, and administering a *post-test*.

3. Final Stage of Research

Research's concluding phases involve data analysis, conversations, drawing conclusions and recommendations, and writing a thorough report.

3.4 Population and Research Sample

3.4.1 Population

The population consists of things and persons chosen by researchers to be investigated and subsequently drawn conclusions about because they have particular attributes and characteristics Sugiyono (2014). Students from SMPN 1 Labuapi in the seventh grade made up the entire population of this study.

3.4.2 Sample

Sugiyono (2014) shows how the sample is a representation of the population's size and makeup. Suppose the population is sizable and the researcher is unable to investigate every member of the population, for instance because of a lack of resources (money, labor, and time). In that instance, the researcher can make use of samples from that population. Purposive sampling was used to choose the study's sample (purpose sample). It is not advised to determine the sample by taking the subject for stratification, random, or geographic but rather based on specified purposes Arikunto (2010).

The seventh-grade students at SMPN Labuapi served as the study's sample and were assessed on their skill to write descriptive texts. The experimental class is Class VII A, and the control class is Class VII B. The following factors are taken into account when choosing the research sample by the researcher.

1. The two classes' students have a range of skills.
2. There are 32 pupils in each of the two classes, 32 in the experimental class and 32 in the control class.
3. The same infrastructure and amenities as the school.

3.5 Research variable

Everything that the researcher chooses to study in any way in order to gather data from which to make conclusions is referred to be a research variable (Sugiyono 2014:38). The *independent variable* (X), *dependent variable* (Y), and control variable are the three variables that make up this study.

3.5.1 Independent Variable (X)

A variable is considered independent if it has no direct effect on the dependent variable and does not contribute to its changes or emergence. Sugiyono (2014). The *Contextual Teaching and Learning (CTL)* model is the independent variable in this study.

3.5.2 Dependent Variable (Y)

The dependent variable is the one that is impacted by or results from the independent variable, Sugiyono (2014). The skill to write descriptive text serves as the study's dependent variable.

3.5.3 Control Variable

In order to prevent the influence of unresearched external variables on the influence of independent variables on control variables, control variables are consciously managed or made constant by researchers. Learning resources, tutors or teachers, scheduling of learning time, and data collection tools were used as the study's control variables.

3.6 Data Collection Technique

The method employed to acquire the data is a test. The following technique was used to collect the test's data from the experimental class and the control class:

- a. Examine the composition of descriptive text in the experimental class and the control class as a preliminary test
- b. Writing descriptive texts in the experimental class while utilizing the *Contextual Teaching and Learning (CTL)* methodology

- c. Using standard techniques to create descriptive text in the control class
- d. Following treatment of the experimental and control classes, administering a final test assessment.

3.7 Data analysis technique

Descriptive and inferential statistics were employed as the method of data analysis in this study.

3.7.1 Descriptive Data Analysis

Without drawing any general conclusions, descriptive statistics are statistics that are used to examine data by describing or characterizing the data that has been collected as it is. For each student in this study, the outcomes of learning to write descriptive texts were described using a descriptive statistical analysis.

3.7.2 Inferential Data Analysis

Analyzing data and samples using inferential statistics allows for the application of the findings to the population as a whole. In order to test the study hypothesis, this statistical method is used. Because the hypothesis test requires that the data be normally distributed from homogeneous fluctuations, you can test the study hypothesis using a t-test (student t distribution). As a result, prior to writing a descriptive paragraph, the normality and homogeneity tests are run on the data on learning outcomes.

1. Test Normality

The normality test determines whether the data under study comes from a normally distributed population. The test criteria are:

- a. If the probability > 0.05 ($P > 0.05$), then the distribution is normal
- b. If the probability < 0.05 ($P < 0.05$), then the distribution is not normal

2. Homogeneity Test

The intended homogeneity test is whether the data under study has a homogeneous variance. The test criteria are:

- a. If the probability > 0.05 ($P > 0.05$), H_0 is accepted, meaning that the data comes from a normally distributed population.
- b. If the probability < 0.05 ($P < 0.05$), H_0 is rejected, meaning that the data do not come from a normally distributed population.