

Enhancing Senior High Students' Writing Skill through Contextual Teaching and Learning Approach

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Abstract: Writing is a crucial skill for producing language. It is, however, regarded considered as a difficult one, particularly in English as foreign language contexts where students encounter lots of challenges in writing. This present study was, therefore, carried out with aims to enhance senior high-school students' writing skill through a contextual teaching-learning approach and to investigate the perception of students toward the application of the approach. The participants of this study were 52 the eleventh-grade students. This study applied a quasi-experimental design. The data of this study were acquired through a writing pre-posttest and perceptual questionnaire. The data were analyzed nonparametric tests (Mann-Whitney U test and Wilcoxon test). The results indicate that the use of contextual teaching and learning to teach writing contributes to the students' writing achievement. The result of the Man-Whitney U test demonstrated that there was a significant difference between the mean score of the experimental group with the CTL approach and the controlled group without the CTL approach ($14.44 > 10.25$). Meanwhile, the Wilcoxon test showed that the experimental group performed a significant difference between pretest (9.95) and posttest (14.4). The implementation of the CTL approach contributes to the enhancement of students' writing skill. Specifically, the enhancement of students' writing skills consists of five components. such as content, organization, vocabulary, grammar, and mechanics. Meanwhile, the data from the questionnaires showed the students in the experiment group had positive perceptions toward the use of the CTL Learning Approach.

Keywords: CTL, Writing Skill, Contextual Teaching

Introduction

In teaching English as a foreign language, students are expected to enable to communicate with other people by utilizing the language, encompassing listening, speaking, reading, and writing. In other words, the four competencies should be comprehended well by students in reaching the goal of EFL learning. One of the essential skills that have to be mastered in learning English is writing. Writing is as an activity of forming the graphic symbols, making marks on a paper in which those symbols produced must be arranged with a certain convention to build words into a sentence well. Through the skill, the

learners are able to express ideas and as a result, people are able to get information by reading the writers' message (Byrne, 1993). Weigle (2002) considers that writing skill plays a crucial role that is not only to express information but also to transform knowledge to create knowledge. In addition, by learning writing students are also able to enhance language acquisition due to the fact that they experiment with words and sentences in forming writing to convey their ideas effectively and to strengthen the grammar and vocabulary, they are learning (Bello, 1997). Hence, teaching writing should have an essential place for students to be able to write well in English.

Although the skill has been regarded as a vital one for the language learners, it seems an uneasy skill to be learned for both second (L2) or foreign language (FL), (Nunan, 1989) and Kellogg (2001) reveal that writing is tests of memory, ability to think, and verbal command in order to convey the ideas successfully or it includes the cognitive process. Richard and Renadya (2002) stipulate one of the most difficult skills for both learners of second and foreign language to master is writing. It is due to the fact that writing needs ability to generate and organize ideas, to use appropriate words, sentence, and paragraph organization, and to change such an idea into a readable text. It is clearly understood that writing is a complex process in which a writer does not only write on paper to express his or her idea or thought but also in the process s/he must combine a variety of language components successfully. In addition, what students making their writing skills poor originates from two factors: the teacher and the learner. Teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students (Fareed et al., 2016). It becomes a challenge for teachers in teaching the writing skills to their students in order that they are able to write correctly.

In teaching writing in EFL/ESL context, teachers should not apply a conventional teaching approach, but they should make efforts by presenting various approaches or methods to stimulate the students in learning the skill effectively. Adas and Bakir (2013) believe that the teaching-learning process in the classroom becomes passive and monotonous if a teacher keeps applying the traditional teaching method. In the traditional approach, a lot of teachers teach based on memorizations and drilling (Mourtaga, 2010). Likewise, Johnson (2002) describes that traditional education aims to teach the head not the body. The teachers teach the students to absorb, but not to use, heard but not to act, theorize but not to practice. In other words, in the learning process in a classroom,

students just sit and listen to the explanation and do the assignment from their teachers. As a result of such a condition, the teaching-learning process becomes boring and uninteresting, so students do not learn effectively and make them less interested to learn. Therefore, teachers should be more creative to make learning a joyful thing, particularly in learning writing, so the learning process can be meaningful and is able to increase the students' interest to learn. Meaningful learning can happen when students are engaged or integrate their lives context into their lessons in school (Ausebel, 2000).

One of the effective approaches to teach emphasizing on discovery learning is a contextual teaching and learning approach (CTL). This approach is a learning concept that helps teachers relate material taught to students' experience through some effective components working together to build a network by which students are better able to construct meaning and retain information. It is based on a view that meaning comes up from the association between content and its context. A context renders meaning to the content (Johnson, 2002). This is in line with the idea of Mose as cited in Barbara (1995) reveals that prior knowledge is lens helping us view and absorbs new information. If in the learning process students link their pertinent knowledge to what they are learning, they will learn and recall new information best. Those components are making connections, doing significant work, self regulated-learning, critical and creative thinking, nurturing the individual, reaching the high standards, and using authentic assessment (Johnson, 2002). Moreover, Nurhadi et al. (2004) divided them into eight seven principles in CTL known as main elements — constructivism, inquiry, questioning, modeling, learning community, reflection, and authentic assessment.

Studies in the field of contextual teaching and learning approach had been done on both teachings of science and language. Implementation of the approach in both fields gives a positive impact on students' learning process in which learning something new through experience is an effective way. For example, Glynn and Winter, (2004); Predmore (2005); Shamsid and Smith (2006) state in their study that through CTL, the learners were actively engaged, learnt from real-life world and studied from each other in the teaching-learning process. Students studied material within a concrete context, which reinforced memory. In addition, students were more highly interested and motivated in CTL course as they gave response well to the related strategies. Another research done by Diah and Aswandi (2014); Lubis and Saragih (2012); Riance (2013); Satriani et al. (2012) in teaching English, particularly writing skill is that the application of CTL could

improve both the students' ability in writing short functional texts and recount text. It showed some improvements on schematic structure, grammar roles, and graphic features. Also, it could change the students' attitude into a positive effect. The current study, therefore, investigated further study on the use of the contextual teaching and learning approach to teaching writing skill focusing on the narrative text.

Literature Review

Contextual Teaching and Learning

The emergence of the CTL approach was commenced when the emergence of the theory of behaviorism and constructivism. Behaviorism is a teaching and learning theory that was proposed by E.L Thorndike who suggested that learning resulted from linking formed between stimuli and response through the application of rewards (Berns & Erickson, 2001). It means that learners study behaviorism theory that emphasized in the observable behavior produced by a learner in order to respond to the stimuli. The theory was applied in the form of a conventional way that was emphasized in drill or memorization. Another theory then developed as a response in the theory, constructivism one. they further contend that the theory views learning as an activity in which students construct their new knowledge based on their prior knowledge or experience, utilizing the prior knowledge to a new situation, and integrating the new knowledge with pre-existing one. Constructivism is a learning theory emphasized in the role of students rather than the teacher. Both the theories affected on emerging the development of the CTL.

Another factor encouraging the emergence of the CTL approach was a rejection of dualism on the traditional education system of American. Dualism is a separation between abstract and concrete, thought and action, concept, and practice. Due to the dualism, the teacher just teaches the head not the body in the process of teaching and learning. The teachers teach the students to absorb, but not to use, heard but not to act, theorize but not to practice (Johnson, 2002). Thus, students' job is to remember the fact and ideas, not to experience the idea. Contextual Learning or so-called Contextual Teaching and Learning is based on John Dewey's research (1916) that young people will learn effectively if what they learn has relation to what they have known or what they experience in their environment (Satriani et al., 2012). Moreover, she claims that contextual instruction was first developed in the USA began with the establishment of Washington State Consortium for Contextual by the USA's Education Department. One of the main characteristics of CTL is to discover meaning in a teaching-learning process.

Students internalize concepts through discovery, reinforcement, and interrelationships. When students catch meaning in their learning process, they will learn and remember the lesson they study.

CTL is a teaching-learning concept that helps teachers correlate students' lessons with real lives, and stimulates students to link between knowledge and its implementation to their lives as family members, citizens, and workers and engages in the hard work that learning requires (Baker et al., 2009). In addition, Sears and Hersh (1998) who argue that CTL is teaching that enables learning in which pupils employ their academic understandings and abilities in a variety of in- and out-of-school contexts to solve simulated or real world problem.

It can make a conclusion that CTL is a teaching approach emphasizing on discovery of meaning in the learning process which if students find the meaning in their learning process they will learn effectively. To find the meaning in the learning process, teachers are required to connect students' the academic lesson to their prior knowledge or experience. Since linking the lesson with context, it is an important part of bringing meaning to the learning process.

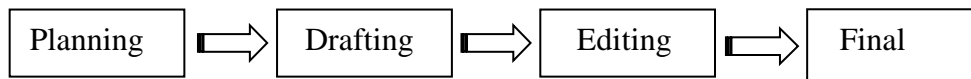
Writing

Writing plays an important role when we want to deliver messages to the reader for a purpose. Through writing, we can explain things. As a result, readers can get information from the writing. Raimes (1983) asserts people frequently communicate with each other in writing are not the only reason to learn writing. First, learning the skill helps the students reinforce the grammatical structure, idioms, and vocabulary that teachers have taught. Second, when students learn to write, they have an opportunity to be adventurous with the language, to go beyond what they have just learned to say. Third, when students make writing, they are necessarily engaged in the new language. Therefore, teaching writing should have an essential place in language teaching. It is due to the fact writing is not only as a communication tool but also learning writing has a crucial role in the process of language learning. Harmer (2001) contends that writing is a productive skill that encompasses thought and emotion. It is a means of communication. Writing cannot be mastered at but it needs practice.

The practice may include imitating or copying words and sentences from the giving idea or expressing ideas based on the writers' knowledge, experience, and point of view. it therefore may reveal that writing is an expression of a person's idea or thought

on a paper to communicate with others. However, in the process of writing, a writer does not merely write words to be sentences and become a paragraph but also needs to combine a variety of language components successfully so that producing good writing.

Apart from understanding writing, it should be also understood that there are some stages in the writing process. The writing process refers to the process a writer engaged while constructing meaning. This process is divided into three major stages, namely pre-writing (planning, outlining, brainstorming, gathering information, etc.), writing (the actual wording and structuring of the information into written discourse) and post-writing (proofreading, editing, publishing, etc.)(El-Koumy, 2004). Furthermore, Harmer (2004) in a different way asserts that there are four major elements in the process of writing that a writer has to notice while composing writing namely planning, drafting, editing, final revision. Those stages are represented in the following way:



(Harmer, 2004)

In the first stage, a writer should determine the purpose of writing, who is going to read, and the content of the structure of writing to sequence facts, ideas, or arguments. the next stage is to organize the facts and ideas into sentences and paragraphs. The third stage is the editing process. In this stage, the writer re-reads his/her writing carefully. Perhaps, the order of information is not clear or the way something is written is ambiguous or confusing. The writer probably moves paragraphs around or writes a new introduction. The writer may apply divergent words for particular sentences. In other words, revising can include adding, deleting, rearranging, and substituting words, sentences, and even entire paragraphs to make writing more accurately represent his/her ideas. After going through those stages the writer is ready to send the written text to the intended audience.

The process of writing is not always linear or the first stage must be completed before carrying on to the next one as explained above, but rather recursive (Harmer, 2004). That means in the process of writing, a writer does planning, drafting, editing, and final revision but it can be re-plan, re-draft, and re-edit. Even when the writer gets to what s/he thinks is his/her final draft s/he may find himself/herself changing his/her mind and re-planning, drafting, editing, and comes to final revision.

Method

Participants

Participants of this research were the natural-science class of senior high school (SMAN 3 Pinrang) South Sulawesi, Indonesia, consisting of four classes with a different number of students from each class. In this research, the researcher employed two classes with 52 students. One acts as the control class and the other one was as experimental one. Those classes are determined randomly from four classes by lottery taking. This way is also known as simple random sampling. Bas and Beyhan (as quoted in Husain, 2013) for example, use this method to determine which class is as the control class and which class as the experimental class.

Research design

The research design applied in this research was an a quasi-experimental design. The experimental group was given treatment by using the CTL approach, the treatment under investigation, and the other group received non-CTL or conventional one. The control group was needed for comparison purposes to notice if the new treatment was more effective than others (Gay et al., 2006).

Instruments

Two instruments were used in this study - writing tests both pre and posttest and questionnaire. This study used a writing test designed by the researcher in which students are asked to write a personal narrative text based on the topic given. The test was then scored utilizing an analytic score based on five aspects proposed by Cohen (1994) Those tests were to measure the participants' ability to write. The other instrument was a perceptual questionnaire only for the experimental group.

Procedures

The data were collected through some steps as follows: 1) The researcher gave a pretest to both students of experimental and control one. 2) The researcher gave treatments to the only students of experimental one for seven meetings. 3) The researcher gave the posttest to both groups and gave the questionnaire for the only experimental one. Implementation of the CTL approach in the teaching-learning process of writing (treatment) involves the components of the approach emphasizing more on the learning community, including the other components such as modeling, inquiry, and questioning. it can be illustrated that before going into the writing process, students are expected to understand the schematic structure and language features of the personal narrative text in order to build their insight

of how to compose the personal narrative text and to develop their idea or thought to write the personal narrative text.

In this case, schematic structure refers to internal structure or text organization, including introduction, body, and conclusion, while language features consist of linguistic aspects such as grammar, vocabulary, connectors, etc. that the writers have to use in order to translate information/ideas into a readable text (Tuan, 2012). In doing the activity, the researcher asked students to make a small group and handed them out a sample of the personal narrative text as modeling (adapted from McClure, 2014)). Students are asked to read the text and discussed the feature of the text with their group. Those activities are a part of components of CTL, learning community covering modeling, inquiry, and questioning. In their task, the students in the group were then asked to write an essay based on a given topic related to their experience. Through the activity, students integrate their own experience or prior knowledge and idea with their writing knowledge. This activity made the connection between what they have previously acquired and the current information to build their knowledge.

1. **Generating idea.** In generating ideas, the researcher asked students to use questioning as a free writing technique such as who, what, when, where, why, and how. Nazario et al. (2010) assert this way involves asking yourself or having a classmate or friend ask you, a series of probing questions about a topic idea you are considering. This way is a journalist's approach to gather information and is a quick way to gather a lot of information on a specific topic.
2. **Drafting.** In this stage, the researcher has students organize their idea from the earlier activity into sentences and paragraphs. During this stage, the researcher walked around and monitored students and gave guidance if it was necessary.
3. **Review and editing.** In this stage, the researcher asked the students in their group to reread and to recheck carefully their narrative writing in order to make writing comprehensible. If there is the order of information was not clear, ungrammatical sentence, spelling, and punctuation mistakes, students then discussed it and corrected or rewrote their writing.

After students had finished their writing, the researcher then assessed it and explained the mistake made by students generally. During the learning process, the researcher allowed students to ask about the lesson. At the end of the learning process, the researcher spent some minutes to do reflection or to think back While in the control

group, there was no treatment given. Students were only taught with the conventional approach or lecture one in the teaching-learning process; the teacher simply explained learning material or teacher center, asked questions, and worked individually.

Data analysis

The data obtained from the test was scored by three independent raters utilizing an analytic score proposed (Cohen, 1994). The students' score was described separately into an aspect of writing namely content, organization, vocabulary, grammar, and mechanics. Moreover, the result was analyzed using SPSS version 20 to obtain the frequency, mean score, normality test, and nonparametric test (Mann-Whitney U test and Wilcoxon test). The nonparametric test was run in this study due to fact that the data were not distributed normally based on the result of test normality. Meanwhile, the data acquired from the questionnaire was analyzed employing Likert scale measurement.

Results and Discussion

Results

This study was done to investigate the extent the use of the CTL Approach enhances students' writing skill and the students' perceptions toward the implementation of the Approach in teaching writing

The extent of the CTL approach to enhance students' writing performance

The finding of this study is that the result of the given measurements after the treatments indicates a difference between the mean scores of the two groups. Table 1 demonstrates the result of the students' mean score between the experimental and control group in pre-posttest.

Table 1. Mean score of the experimental and control group in pre-posttest

Group	N	Pre-test	Post-test
Experimental	26	9.93	14.44
Control	26	10.07	10.25

The above table illustrates that the mean score for the experimental group is 14.44 while the mean score for control group is 10.25. It indicates that the experimental group performed better than that of the control group in terms of posttest. The above table illustrates that the mean score for the experimental group is 14.44 while the mean score for control one is 10.25. It indicates that the experimental group performed better than that of the control group in terms of posttest. Furthermore, the result of the mean score of the two groups related to each component of writing assessment is presented as follows:

Table 2. Mean score for each component of writing both the experimental and control group in pre-posttest

Component of Writing	Experimental group		Control group	
	Mean Pre-test	Mean Post-test	Mean Pre-test	Mean Post-test
Content	2.22	3.18	2.14	2.11
Organization	2.08	3.05	1.99	2.08
Vocabulary	1.93	2.72	1.99	2.02
Grammar	1.75	2.53	1.95	1.98
Mechanics	1.98	2.96	2.00	2.05

The above table illustrates that both groups make improvements in terms of components of writing from pre and post-test. The table, however, indicates that the experimental group has higher improvement than that of control one in each of the components. In the experimental group, each component makes higher progress 0,97, 0.98, 0.78, 0.78, respectively. Comparing to control one, those improve slightly 0.93, 0.10, 0.03, 0.02, 0.05, respectively.

Nevertheless, to be statistically confident about the significance of the differences, the two mean scores (table 1) are tested using at the .05 level of significance using the Man-Whitney U test. The result of the test for both control and experimental group in the posttest presented as follows:

The Man-Whitney U test is a test to compare the mean score of two unrelated groups, the experimental and control group (Sugiono, 2008). The researcher ran this test to acquire the significant difference between those groups on both the pretest and the posttest. A decision-making rule for this test is if the probability value (P) is less than 5% at the level of significance ($p < .05$); it means the groups differ significantly. The result of the test for both control and experimental group in the posttest is presented as follows:

Table 3. Output of man-whitney analysis of posttest

Test Statistics ^a	
Posttest Experimental and Control	Writing Score
Mann-Whitney U	1,000
Wilcoxon W	352,000
Z	-6,205
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Group

The above table illustrates the result of the posttest of both experimental and control group; it shows that Z value is -6.205 and probability value (P) is less than 5% a

level of significance ($0.000 < 0.05$). It means that there is a significant difference of posttest score between the experimental and the control groups.

Furthermore, to compare the mean score of the two related groups, that is between the pretest and posttest of the experimental and control group, wilcoxon test was administered to acquire a significant difference between them. A making-decision rule of the test is that the data differ significantly if the probability value (P) is less than 5% at the level of significance ($p < 0.05$). The result of Wilcoxon test for pretest and posttest in the experimental group is presented as follows:

Table 4. Output of wilcoxon test of pretest – posttest of the experimental group

Test Statistics ^a	
Pretest - Posttest of Experimental	
Z	-4,463 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The above table portrays that Z value is -4,463 and probability value (P) is $0.000 < 0.05$. It means that there is a significant difference between pretest and posttest of the experimental group. On the other words, there is a significant improvement from pretest to posttest of the experimental group after implementation of CTL approach to teach writing.

Comparing to examining the Wilcoxon test in the control group, the result illustrated that Z value was -1,641 and probability value (P) was $0.101 > 0.05$. It means there is no significant difference between pretest and posttest of the control group. On the other words, there is no significant improvement from pretest and posttest in the control group. To sum up, Implementation of the CTL approach enables to make a positive contribution to teaching-learning writing. The result of Wilcoxon test for pretest and posttest in the control group is presented as follows:

Table 5. Output of wilcoxon test of pretest – posttest of the control group

Test Statistics ^a	
Pretest - Posttest of Control	
Z	-1,641 ^b
Asymp. Sig. (2-tailed)	,101
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Students' perception of the use of CTL approach to teach writing skill

Table 6. Students' perception of the use of CTL approach to teach writing skill

No.	Statements	SA	A	H	D	SD
1	Learning to write through CTL approach is more pleasurable and meaningful than strategy that teacher utilizes in beforehand.	30.8	65.4	3.8	-	-

No.	Statements	SA	A	H	D	SD
2	Learning to write through CTL approach enhances my ability to write.	42.3	57.7	-	-	-
3	Learning to write through CTL approach motivates me to write well.	42.3	50.0	7.7	-	-
4	Learning to write through CTL approach helps me understand how to write well more comprehensively than strategy which English teacher applies beforehand.	38.5	53.8	7.7	-	-
5	Learning to write through CTL approach improves my confidence more in writing	26.9	61.5	11.5	-	-
6	Learning to write through CTL approach enhances my activeness in learning process.	30.8	69.2	-	-	-
7	Learning to write through CTL approach stimulates my critical thinking.	42.3	46.2	11.5	-	-
8	Learning to write through CTL approach makes me easier convey idea in writing.	34.6	50.0	15.4	-	-
9	Learning to write through CTL approach makes me being optimistic to be able to write better.	50.0	42.3	7.7	-	-
10	CTL approach is good to be used in teaching writing..	57.7	38.5	3.8	-	-

SA=strongly agree, A=agree, H=hesitate, D=disagree, SA=strongly disagree

Regarding to the second aims of this study which to investigate participants' perception toward the implementation of CTL in writing class, this study revealed that participants showed their positive perception, it is in line with the study conducted (Baker et al., 2009; Diah and Aswandi, 2014; Riance, 2013; Satriani et al., 2012). The data from questionnaire had shown that from 10 statements in the questionnaire, the participants gave their agreement positively to 8 the statements in the questionnaire (i.e., 1=65.4%, 2=57.7%, 3 = 50%, 4= 53.8%, 5= 61.5%, 6 =69.2%, 7 = 46.2%, 8=50%); the participants gave their strong agreement positively to 2 the statements in the questionnaire (i.e., 9= 50%, 10 = 57.7%), and the participants hesitate to 8 the statements in the questionnaire (i.e., 1= 3.8%, 3= 7.7%, 4=7.7%, 5=11.5%, 7= 11.5%, 8=15.4%, 9= 7.7%, 10 3.8%). From the result of statement number 1 and 2, the researcher concluded that more than a half of participants (those were 17 or participants 65.4%) agree that learning to write through the CTL approach is more pleasurable and meaningful and more than a half of participants (those were 15 participants or 57.7%) agree that learning to write through CTL approach enhances my ability to write. Therefore, to sum up the result of the data gained from the questionnaire, the researcher concluded that the students had a positive perception toward the implementation of CTL in writing class.

Discussion

The result of this research is that the implementation of the CTL approach contributes to the enhancement of students' writing skill. Specifically, enhancement of students' writing skill encompasses the five components, such as, content, organization, vocabulary,

grammar and mechanics. The result of this research supports some previous studies such as Diah and Aswandi (2014); Lubis and Saragih (2012); Riance (2013); Satriani et al. (2012) that CTL approach is an effective teaching approach to develop not only students' writing skill but also reading and speaking.

Contextual teaching and learning is an approach to teach emphasizing on the discovery meaning of the learning process through its components. The components work together to build a network by which students are better able to construct meaning and retain information (Johnson, 2002). In this research, the researcher emphasized on learning community covering the other components, modeling, inquiry, and questioning. In implementation of those components in this research, the researcher found they could engage students actively in learning process such as interacting and cooperate with other in both building up the students' insight into how to construct an essay and process of writing. This is in line with idea of Liu (2015) states that a key to build learning process is an interaction and cooperation between learners and the surroundings. With teachers' guidance and organization, students are engaged actively to discuss, to communicate and to debate together or share all ideas and intellect about what and how to write and so forth.

Implementation of the learning community, including modeling, inquiry, and questioning helps students to build up their insight into how to compose their writing. As Graham and Perin (2007) explain that inquiry is an activity engaging students in analyzing immediate concrete data in order to help them develop idea and content for a particular task of writing. In the activities, the students were exposed to an activity working together in a group to do inquiry with an essay model. Under the teacher's guidance through questions, the students read and discussed the feature of text that then presented the result. The teacher then gave the feedback. The researcher assumes that those activities render students a good starting point or preparation before composing their writing so that they become familiar with and have sufficient knowledge of the type of the text. As the result of this exposure to the essay model through inquiry, questioning, and cooperating, students are able to have better ideas of how to write their essay. Hillocks quoted in Bagheri & Zare (2009) states that it is important to provide students a model essay in teaching writing so that they are familiar with the type of the essay and understand its parts and their relation. More clearly, an essay model can help students to acquire the knowledge of the language, vocabulary and text structure needed for a range

of purposes (Department of Education and Training, 2007). Therefore, the model essay focuses the students' attention on the feature of text and is mainly concerned with developing the students' abilities in producing those features accurately. Furthermore, Krashen (1984) is of the opinion that one of the effective ways to learn to write is to obtain rich and comprehensive reading input.

It is also important to assert that learning community gives students benefits to the process of writing in terms of both generating ideas, reviewing and editing. In the process of writing in both group and individual work, the students cooperated with their group-mate to generate idea that were next developed into a short personal narrative essay, to construct sentences and to find vocabularies. Harmer (2001) stated that students who work together in a group will communicate each other, have responsibility in problem-solving and be able to share ideas or solution of problems.

Furthermore, questioning as one of the essential strategies of the CTL approach as described previously, it helps students in the inquiry activity and process of writing (Raharjo, 2013). In the process of writing, this strategy is useful for students to both generates idea and even gains knowledge of writing. Besides, this strategy also facilitates the teacher in guiding students to review their essay. In other words, this strategy is mutual benefit both teacher and students in the process of the learning.

Another important thing supporting the students' improvement of writing skill is that in their learning process in writing class through the CTL, students brought their real life or daily life in the learning process that then interrelated to their current knowledge of writing. Students' knowledge of how to write through the inquiry activity was then applied in composing an essay related to the real life through cooperating with other.

Conclusion

The finding of the study showed that CTL contributes significantly to the enhancement of students' writing skill. Specifically, the enhancement encompasses the five components, i.e., content, organization, vocabulary, grammar and mechanics. questioning. Implementation of CTL through its components could engage students actively in learning process such as interacting and cooperate with other in both building up the students' insight into how to construct an essay and process of writing. In addition, use of students' real life in the process of learning made their learning meaningful due to fact that they relate their real life to lesson. Therefore, CTL should be applied in writing

class in order to enhance writing skill among EFL students. Nonetheless, this study has some limitations, so the findings are far from conclusive. The result of this research was analyzed by utilizing the nonparametric test since the data were not normally distributed to only 52 students. A further research should therefore employ more participants.

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