

The use of contextual teaching and learning approach on students' analytical exposition writing skills

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ABSTRACT

The implementation of contextual teaching and learning approach has been widely used in English writing instruction in Indonesia. However, there is still a lack of study exploring the efficacy of applying Contextual Teaching and Learning (CTL) approach to teaching analytical exposition writing. Therefore, the study aims to look into the effects of CTL approach on the achievement of eleventh grade students' analytical exposition writing skill and students' perceptions on the advantages and challenges toward learning with the approach. The participants were 35 eleventh grade students with mixed-English ability. The method of study was mixed method research which employed quantitative and qualitative instruments. The quantitative instruments were analytical exposition writing pre-test and post-test, and three questionnaires. In contrast, the qualitative instrument was semi-structured interview. The findings of this study indicate that the contextual teaching and learning approach significantly improves students' analytical exposition writing skill at the 0.05 level. In addition, students also revealed to have positive perceptions toward the CTL approach as it could provide them to write analytical exposition text with the topic that was relevant to their real-life experience, thus making them to have strong understanding of the topic and good content knowledge. To sum up, this study can provide valuable insights for writing teachers to tailor their instruction and writing lesson in analytical exposition text to align with students' real-life experiences. As a result, students' comprehension of the subject matter and its relevance can be greatly improved. Thus, it is advisable that contextual teaching and learning be encouraged to be applied in the classroom to assist students' improvement in writing analytical exposition texts.

Keywords: Analytical exposition; contextual teaching and learning

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INTRODUCTION

The English language is extensively used on a global scale in variety of fields, including but not limited to education, commerce, industry, tourism, diplomacy, healthcare, and technology. According to the current curriculum regulation from the Ministry of Education of Indonesia number 008/H/KR/2022, English is a compulsory subject to be learned for senior high school students. They must learn four skills of English, and writing is one of the productive skills that high school students in Indonesia should acquire for both written

communication and academic writing purposes (Toba & Noor, 2019). In addition, the English curriculum adopted the 2013 Curriculum, in which it emphasizes the study of various text categories in English through genre-based approach (Budairi, 2015). In relation to the current curriculum regulation, students in Grade 11 are required to demonstrate the ability to understand complex written text in English subject. This includes being able to comprehend the main ideas of several texts in English, such as analytical expositions, which covers topics related to events in their surroundings

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and current issues. The significance of understanding this text was highlighted in the 2013 Curriculum in Basic Competency 4.4. It emphasizes that students are required to develop the ability to create an exposition text about current topics by considering their purpose, paragraph structure, and language features in different contexts (Kemala et al., 2020). According to Hyland (2003), an exposition text is a form of written text whose primary purpose is to state an argument for or against a specific topic or subject. Furthermore, this text aims to engage readers and encourage them to expand their understanding by exploring the ideas and put forth. Thus, it becomes essential for students to present solid arguments that can effectively justify the importance of discussing and convincing readers about specific matters. In addition, students can enhance their arguments by including relevant sources as references to support their points in writing this text (Amri, 2017).

Through extensive classroom observations at the school that was selected to be part of this study, it was discovered that students in the eleventh grade continue to struggle with their ability to write analytical exposition text in English. Given the complex nature of the content, it is evident that students face difficulties when attempting to write this text. Students' main difficulty lie on their lack of understanding of the topic to write in exposition text. This issue was similar to a study conducted by Septiani et al. (2020) also investigates the difficulties of eleventh grade students in writing analytical exposition text. It was discovered that students had difficulty in understanding the topic or issues being discussed because they were unrelated to their prior knowledge, which hampered their ability to elaborate their ideas to write analytical exposition. In the same vein, Faradila (2021) reported that students have low understanding of the topic being discussed when they write analytical exposition text, causing them to experience difficulty in constructing what they want to write on each paragraph. Moreover, another difficulty found that some students were still inattentive in using a consistent paragraph structure when writing analytical exposition. A study conducted by Elfa (2020) backed this idea and it was found that almost sixty percent of eleventh grade students in her study were still unaware of the analytical exposition paragraph structure, which consists of a thesis statement, arguments, and a conclusion. In addition to having a low awareness of paragraph structure, Lastly, it was noted that students at this level also struggled with linguistic issues, such as having difficulty in writing with correct structure and appropriate vocabulary.

A plausible solution to solve the problems faced by senior high school student when writing analytical exposition text is by implementing a Contextual Teaching and Learning (CTL) approach.

According to Johnson (2002), contextual teaching and learning is a learning concept that engages students in significant activities which help students to connect their academic studies to their real-world context and their prior experience. Students could therefore find significance in their studies by making these connections. The rationale behind selecting this approach was derived from the main issue identified in students' difficulty with writing analytical exposition, which was their limited understanding of the topic they were writing about. Furthermore, they also expressed a limited background knowledge of the topic being discussed, which made it more challenging for them to relate to the relevancy of the content as well as understanding the overall context. In a study conducted by Hasani (2016), it was found that the Contextual Teaching and Learning (CTL) approach has the potential to enhance students' understanding of the subjects in writing, foster the development of unique concepts in writing, and establish connections between subject matter and real-life situations. The context introduced here focuses on students' individual and social experiences, which contribute to developing a deeper understanding of the content to be written in English. In addition, Johnson (2002) added that CTL enable language learners to learn the concept of language in context, as they apply the topic which ties to their real-world situations, and motivate them to discover connections between knowledge and its application.

Several studies have found out the advantages of using contextual teaching and learning approach to improve students' writing skills (Jayanti & Rozimela, 2022; Nawas, 2018; Satriani et al., 2012). In a recent study by Jayanti and Rozimela (2022), the authors delve into the application of the CTL approach among a group of 30 eight-grade students at a junior high school. The study centers on enhancing students' writing skills in descriptive texts through classroom action research. The experiment yielded positive results, as there was a significant difference in the mean scores between cycles one and two. Similarly, Satriani et al. (2012) also conducted a study on investigating the CTL approach through REACT strategies introduced by Crawford (2001) to eight-grade students as well. The study utilized a qualitative case study. The study revealed that the implementation of the CTL approach, specifically through REACT strategy, yielded positive outcomes in enhancing students' proficiency in writing recount text. In addition, the approach to the writing lesson was highlighted for its numerous advantages. These advantages encompassed engaging students in the lesson, boosting their motivation, aiding in the construction of their writing, problem-solving, facilitating discussion among peers, and promoting summarization and reflection on the lesson. In contrast, a study conducted by Nawas (2018)

conducted a study that focuses to investigate the effectiveness of CTL approach through REACT strategies explored the effectiveness of the CTL approach using REACT strategies to enhance critical thinking in writing among twelfth grade high school students. A total of 40 participants were divided into two groups, with 20 students assigned to a controlled group and another 20 to an experimental group. The findings of this study revealed a notable distinction at a significance level of 0.05 between the experimental group, who were taught English writing using the CTL approach through REACT strategies.

While previous research has demonstrated the effectiveness of the CTL approach in writing instruction, it is important to note that most of these studies have primarily examined its impact on junior high school students. There is a need for further investigation into the use of the CTL approach specifically for eleventh-grade students at the senior high school level. Furthermore, there was no emphasis on enhancing students' ability in writing analytical exposition texts. As has been mentioned previously, students at this level are required to learn analytical exposition writing in English based on the 2013 Curriculum in Basic Competency 4.4. Moreover, Badriyah et al. (2022) argue that it is vital for high school students to learn analytical exposition writing in English mainly because this genre enables students to examine multiple points of view or ideas about a particular topic, thereby shaping their critical thinking to explain or present their arguments supported by some relevant studies.

Based on the problems described, therefore the study posed two research questions:

1. To what extent can the Contextual Teaching and Learning (CTL) approach enhance analytical exposition writing skill of eleventh grade students?
2. What are the eleventh-grade students' perceptions of learning with Contextual Teaching and Learning (CTL) approach to improve their analytical exposition writing skills?

Align with the research questions, therefore the objectives of this study are to explore the effects of contextual teaching and learning approach on the achievement of eleventh grade students' analytical exposition writing skill, as well as to identify eleventh grade students' perceptions of learning with contextual teaching and learning approach to improve their analytical exposition writing skills.

METHOD

Research Design

The study was conducted with mixed method research. According to Creswell and Creswell (2018), mixed method research concentrates on collecting, analysing, and combining quantitative

and qualitative data in a single study or series of study. The rationale for selecting this method stems from the recognition that employing both quantitative and qualitative approaches in combination yields a greater understanding of research problems and questions compared to relying solely on either approach. Given that research problems are not confined to being solely quantitative or qualitative in nature, utilizing only one type of data or one perspective may fail to adequately address the complexity of the issue at hand.

Three phases are carried out as part of the research procedure. In the first phase, researchers delved into relevant theories and reviewing existing literature. Then, classroom observation was conducted at one eleventh grade classroom, specifically focusing on writing lessons centered around analytical exposition texts. Finally, the last stage was administering a writing pre-test. Furthermore, the second phase involved a ten-week experiment. Needs analysis to determine the writing topics that students were most interested in was done in the first stage. This valuable information was then utilized to design writing lessons focused on analytical exposition. Additionally, questionnaire I was also distributed to gather further insights during the first week. In addition, the classroom intervention involved implementing the CTL approach to teach analytical exposition on the second to ninth week. Apart from that, the writing post-test and distribution of questionnaires II and III took place in the tenth week. Finally, in the third phase, a semi-structured interview was conducted with nine participants who were selected based on their performance in their writing post-test. The students were categorized into three groups: high score students, average, and low score students.

Research Participants

The study was carried out over a period of ten weeks at a coeducational public high school located in Kabupaten Bogor, West Java, Indonesia. The participants comprise 35 male and female students who are engaged in coeducational learning within a shared classroom environment. In addition, the students were provided with a consent form to acknowledge their participation in this study, which aims to enhance their skill in writing analytical exposition text in English through the implementation of contextual teaching and learning (CTL) approach within the classroom setting.

Research Instruments

Analytical Exposition Writing Pre-test and Post-test

The initial quantitative data employed in this study consisted of analytical exposition writing pre-test and post-test. The writing tests were designed with a consistent focus, requiring students to compose an

analytical exposition text about “Why is learning English important?” using an appropriate paragraph structure (thesis statement, arguments, and conclusion). During the test, students are required to compose four paragraphs in 200 to 250 words. The reason for selecting this particular topic for the tests is based on its inclusion in the English textbook used in the classroom. Initially, the English teacher presented two topics during the lesson on analytical exposition writing. The first topic discussed the dangers of smoking in the title “passive smoking is a silent killer”, and the second topic explored the significance of learning English language in the title “why is learning English important?”. When it came time to vote, majority of the students selected the second topic to be part of their written test. They reported that the arguments in the second topic were easier to outline compared to the first topic. It can be inferred that students possess adequate background knowledge when writing the second topic, as opposed to the first one. Hyland (2003) indicates that teachers play a crucial role in assisting students in expanding their understanding of form, process, and content in writing to effectively achieve specific objectives.

The tests were evaluated by using analytical scoring rubrics adopted from Agan and Deniz (2019) which assess paragraph structure, evidence, vocabulary and grammar, and spelling and punctuation. The rationale for choosing analytical scoring rubric was because the most important single characteristics of writing can be identified and each is rated according to quality. In addition, in terms of reliability, Weigle (2002) claimed that the analytical scoring rubric demonstrated higher reliability compared to the other rubric. In addition, it is worth noting that analytic scales have greater potential for second language writers due to the fact that various aspects of writing ability progress at varying rates. Moreover, the primary justification for examining analytical scoring rubrics employed to evaluate students’ pre-test and post-test writing in this study was due to the rubric’s ability to assess each aspect of a composition separately and on various scales. Using analytical scoring rubrics can be beneficial for both teachers and students. These rubrics provide a clear set of scores and descriptors for each criterion, which can serve as explicit feedback on students’ writing performance. According to Sitorus (2020), teachers should intentionally provide instruction on the use of a rubric to students in writing class in order to maximize its effectiveness as a learning tool.

Questionnaires

There second quantitative data was three questionnaires, which were designed in a close-ended type, employing four-point Likert scale on level of agreement which 1 indicates that students strongly agree, 2 disagree, 3 agree, and 4 strongly

agree. The first and second questionnaire were adopted from a study of Nagao (2020), and distributed to students during the pre-test and post-test to self-assess students’ ability in writing analytical exposition before and after learning with contextual teaching and learning approach. In addition, there were a total of ten statements in questionnaire I and II. The third set of questionnaires was used during the post-test and distributed to students to explore their view about learning with the seven elements of CTL approach in writing analytical exposition text. All questionnaires were written in both Bahasa Indonesia and English.

The result of mean score from the questionnaires was then interpreted based on a study from Phoong (2021), who mentioned that there are three results from the interpretation of four-point Likert score. First, the mean score of 1.00 – 2.00 indicates that the result of the opinion is negative. Second, the mean score of 2.00 – 3.00 indicates that the result is neutral, and the mean score of 3.00 – 4.00 indicates that the result is positive.

Semi-structured Interview

The qualitative data was based on the semi-structured interview with open-ended questions. According to Cohen et al. (2018) open-ended questions offer several advantages. One such advantage is their flexibility, which enables interviewers to delve deeper or address any potential misunderstandings by probing further. Additionally, open-ended questions allow interviewers to assess the extent of respondents’ knowledge. Lastly, these questions can foster cooperation and help establish rapport between the interviewer and respondent.

The technique employed for participant selection involves the utilization of group interviewing. A total of nine participants were chosen to serve as representatives, with selection criteria based on their post-test performance, specifically considering individuals who achieved high, average, and low scores. The selection of this particular technique for the present study was based on the researchers’ objective of exploring diverse perspective among the selected participants.

The interview questions asked the students’ perceptions after they learned with contextual teaching and learning approach to improve their analytical exposition writing skills. The question given began with a general question about students’ overall perceptions regarding the class in a question: *what do you think about participating in this writing lesson?* and *how do you feel after learning writing in this class?* and subsequently progressed to more detailed ones in questions like: *do you think the CTL approach help you improve your skill in writing analytical exposition text?* *How do you think this approach help you?* and *how do you think the*

approach help you improve your content of analytical exposition writing?

The group of high score students consist of student H1, H2, and H3. Moreover, the average score students consist of student A1, A2, and A3. Lastly, the low score students consist of student L1, L2, and L3.

Data Analysis

The data incorporated both quantitative and qualitative data analysis. The writing pre-test and post-test scores were analyzed by paired sample *t*-test in SPSS 22 Version to explore if there was a statistically significant difference between the pre-test and post-test. In addition, descriptive statistics were also used to find out mean scores and standard deviations for each test.

The questionnaires used in this study were analyzed by using descriptive statistics to find frequencies, mean scores, and standard deviations. In contrast, the semi-structured interview result was analyzed by using thematic analysis. According to Cohen et al. (2018), thematic analysis can be used to identify categories and themes, and organizing those categories to present data according to specific issues. First, the interview result was transcribed. After that, the transcript was thoroughly examined and highlighted in a different color to generate initial codes. Following the generation of initial

codes, a comprehensive review and analysis were conducted to ascertain patterns, similarities, and frequency within the codes. Finally, the codes were subsequently organized into the target themes.

FINDINGS AND DISCUSSION

To what extent can the contextual teaching and learning approach enhance analytical exposition writing skill of eleventh-grade students?

To explore the effects of contextual teaching and learning approach on the achievement of students' analytical exposition writing skill, students were assigned to complete the analytical writing test in the pre-test and post-test. Moreover, a paired sample *t*-test was used to analyze the mean scores from the writing pre-test and post-test, and to determine whether the students' test scores differed significantly at the 0.05 level. In addition, the inter-rater reliability was utilized with Pearson Product Moment correlation to confirm the reliability of assessing the students' analytical exposition writing test. The result of inter-rater reliability indicates that the scores from both raters were consistent.

The table 1 below compares the students' analytical exposition writing pre-test and post-test means cores, standard deviations, *t*-values, and statistical significance.

Table 1

Comparison of students' analytical exposition writing pre-test and post-test

Writing test (total score=20)	Min	Max	Mean scores	Standard Deviation	t	Sig.
Pretest	1	15	9.63	4.326	-738	.000*
Posttest	8	18	14.23	2.353		

**p*<.05, *n*=35

According to the findings presented in table 1, it was observed that there was an improvement in the students' ability to write analytical exposition after receiving the CTL approach to process-based analytical exposition writing instruction as the treatment. The mean scores of the students' pre-test was found to be 9.63 (SD= 4.326), whereas the mean scores of the students' post-test was observed to be 14.23 (SD= 2.352). The mean difference between the pre-test and post-test scores was 4.6. The pre-test exhibited a range of scores with the lowest score recorded as 1 and the highest score as 15. In contrast, the post-test exhibited a minimum score of 8 and a maximum score of 18. The *t*-value for both pre-test and post-test was calculated to be -7.348. In conclusion, the findings from the post-test revealed a statistically significant improvement in the students' analytical exposition writing skill following the implementation of the process-based analytical exposition writing approach within the context of the CTL approach (*p*<0.05). The finding is corroborated with a study from Salima and Hidayat (2020) who also investigated the writing

skills of senior high school students in analytical exposition texts using the CTL approach. The study revealed that the CTL approach had a significant effect on enhancing students' skills in analytical exposition writing. In addition, Moybeka et al. (2023) conducted a study on the effectiveness of the CTL approach on high school students' writing ability. Their findings revealed a notable improvement in students' writing skills as a result of this approach. Interestingly, the results from the second cycle demonstrated a significant improvement, with a score of 81.85 compared to the first cycle's score of 54.95.

Apart from the two supporting study above, the finding of this study is also aligned with some previous study (Hasani, 2016; Indrawati & Ayob, 2018; Risan et al., 2021). First, the students' skill in writing analytical exposition was improved through the development of their ability to construct their writing in accordance with the paragraph structure, which includes thesis statements, supporting arguments, and conclusion. Prior to receiving the treatment, students frequently exhibited a lack of

skill in organizing their ideas with a coherent paragraph structure. They proceeded directly to write the rationale within the paragraph, as prompted by the test question “Why is Learning English is Important?” In contrast, the implementation of the CTL approach in process-based analytical exposition writing instruction resulted in improving students’ ability to construct their writing in alignment with the paragraph structure of analytical exposition. The present finding aligns with a previous study conducted by Hasani (2016), who noted that the implementation of CTL approach yielded a positive outcomes in enhancing students’ writing proficiency, particularly in relation to paragraph structure. The approach was found to help students actively involved in the writing activity because they had the opportunity to learn with a topic that was relevant to their prior experiences, which made students effectively construct their ideas within each paragraph structure.

Second, the students exhibited an improvement in incorporating relevant and credible information to substantiate their paragraphs when composing analytical exposition after learning with the CTL approach. The present finding is consistent with the study conducted by Indrawati and Ayob (2018), which revealed that students experienced notable improvement in their ability to write analytical exposition text with a comprehensive structure. Specifically, the students demonstrated considerable progress in elaborating the argument paragraph by incorporating relevant sources. The observed improvement arises from the utilization of this approach, which enables students to engage in critical thinking and develop their ability to effectively incorporate various sources, including expert opinions, factual evidence, and statistical data.

Furthermore, the implementation of the CTL approach has been found to improve students’ vocabulary knowledge. In previous studies, it has been observed that students often encounter challenges when it comes to selecting and employing suitable vocabulary within the given context. After the implementation of CTL approach in the classroom, students demonstrated improvement in their vocabulary skills. They perceived the process of gathering and reading information through various sources in the inquiry element, as well as collaborating with their peers in the learning community element, to be valuable in improving their vocabulary knowledge. The findings of this study align with the conclusion drawn by Risan et al. (2021), who observed that the implementation of CTL approach resulted positive results in terms of enhancing students’ exposition writing skills, particularly in relation to the vocabulary component. The observed improvement in student performance can be attributed to the

instructional strategy employed by the teacher. Before learning in the classroom, the teacher provided students with a comprehensive set of word lists that were directly relevant to the topic under discussion. Additionally, students were tasked to independently collect information about the use of those words. As a result of these preparatory measures, students were equipped with an easier way to composing analytical expositions.

The students were also asked to self-assess their ability in writing analytical exposition text before and after given the treatment by using analytical exposition writing questionnaire 1 and 2. The questionnaire covers statement regarding students’ ability in writing analytical exposition with process-based analytical exposition writing stages, their ability in writing with complete paragraph structure, and the ability to use accurate structures of analytical exposition. The table 2 below describe the comparison between questionnaire 1 and 2.

Table 2
Comparison of students’ analytical exposition writing skill questionnaire 1 and 2

Analytical Exposition Writing Skill Questionnaire 1	Analytical Exposition Writing Skill Questionnaire 2
Mean Score: 2.95	Mean Score: 3.28
Neutral	Positive
Scale of Interpretation (Phoong, 2021):	
M 1.00 – 2.00= negative	
M 2.00 – 3.00=neutral	
M 3.00 – 4.00= positive	

Based on table 2, the mean score of the first questionnaire is 2.95, whereas the mean score of the second questionnaire was 3.28. The mean score result was interpreted based on the four-point Likert scale of interpretation from Phoong (2021), who stated that if the mean score is between 1.00 – 2.00, the result of opinion is interpreted as negative, whereas the mean score between 2.00 – 3.00 is interpreted as neutral, and finally, the mean score between 3.00 – 4.00 is interpreted as positive.

The result of mean score from the first questionnaire indicated that students had a neutral response about their ability in writing analytical exposition through multiple process. The highest to lowest mean scores from the first questionnaire are explained in detail: statement 6) *I have time to reflect on what went well and what needs to be improved after I write analytical exposition text* (M= 3.60); statement 2) *I can brainstorm, take notes, or outline my ideas before I begin to write my first draft of analytical exposition text* (M= 3.26); statement 4) *I can review my first draft to be revised and edited by myself or with my peer in the second or third draft when I write analytical exposition text (such as: correcting misspellings, capitalization, punctuation, grammar problems)* (M= 3.11);

statement 9a) *I can restate the thesis statement in the last paragraph* (M= 3.06); statement 10a) *I can use the form of present tense correctly when I write analytical exposition text* (M= 3.00); statement 8) *I can write arguments to link the thesis statement in the second paragraph* (M= 2.97); statement 9b) *I can write my final thoughts and summarize the body of the paragraph* (M= 2.89); statement 1) *I can collect evidences, such as facts, statistics, or expert's opinions, to support my argument* (M= 2.83); statement 10b) *I can link the sentences that I write with conjunctions (because, so, furthermore)* (M= 2.77); statement 3) *I can develop my ideas into paragraphs to the first draft when I write analytical exposition text* (M= 2.77); statement 7) *I can state the topic and establish the thesis statement in the first paragraph* (M= 2.60); statement 5) *I can publish my work through an online writing platform* (M= 2.54).

In the first distribution of questionnaire I, the lowest mean score was seen on the publishing stage. Students reported that they rarely published their writing to an online writing platform before. Furthermore, they added that they lack of experience in publishing their writing for a wider audience. The practice of writing was solely imitating an example text given by their teacher and then returned it to their teacher to be graded. As a result, before the classroom intervention given, the students exhibited a strong desire to acquire further knowledge regarding the process of publishing their work digitally. Specifically, they expressed a keen interest in the online writing platform that would be introduced by their teacher.

However, after the students received the treatment of learning with contextual teaching and learning approach on the process-based analytical exposition writing, the result of the mean score indicated that students had a positive opinion regarding their ability to write analytical exposition text. The highest to lowest mean scores from the first questionnaire are explained in detail: statement 1) *I can collect evidences, such as facts, statistics, or expert's opinions, to support my argument* (M= 3.57); statement 8) *I can write arguments to link the thesis statement in the second paragraph* (M= 3.57); statement 6) *I have time to reflect on what went well and what needs to be improved after I write analytical exposition text* (M= 3.31); statement 9a) *I can restate the thesis statement in the last paragraph* (M= 3.29); statement 2) *I can brainstorm, take notes, or outline my ideas before I begin to write my first draft of analytical exposition text* (M= 3.29); statement 5) *I can publish my work through an online writing platform* (M= 3.26); statement 10b) *I can link the sentences that I write with conjunctions (because, so, furthermore)* (M= 3.26); statement 4) *I can review my first draft to be revised and edited by myself or with my peer in the second or third draft when I write analytical*

exposition text (such as: correcting misspellings, capitalization, punctuation, grammar problems) (M= 3.26); statement 3) *I can develop my ideas into paragraphs to the first draft when I write analytical exposition text* (M= 3.23); statement 9b) *I can write my final thoughts and summarize the body of the paragraph* (M= 3.20); statement 7) *I can state the topic and establish the thesis statement in the first paragraph* (M= 3.17); statement 10a) *I can use the form of present tense correctly when I write analytical exposition text* (M= 3.00).

From the result of the second questionnaire, it was found that students were reported to have the highest mean score in collecting data in the first stage of writing analytical exposition writing in a process-based writing. They stated that they were interested in this activity as it could assist them to construct what they want to write and to support their ideas in the argument paragraph section. Additionally, students also added that the activity of collecting sources such as facts, experts' opinions, statistics, etc. was useful for them for having the knowledge on using search engine appropriately by inserting the right keywords or terms to find sources. On the contrary, even after the students were given the contextual teaching and learning approach as classroom intervention, some of them still perceived that using accurate structures when writing analytical exposition writing was still a challenge, especially because the nature of analytical exposition writing text itself uses present tense form to present facts about something, and students often reported that they were still struggle to determine the correct verb to present facts, as they got mixed up in using present tense and -ing or gerund form in the sentence.

What are the eleventh-grade students' perceptions of learning with contextual teaching and learning approach to improve their analytical exposition writing skills?

To identify students' perceptions of learning with contextual teaching and learning approach to improve their analytical exposition writing skills, questionnaire III (Analytical Exposition Writing with CTL Approach Questionnaire) and semi-structured interview were employed. The questionnaire was distributed to 35 students in the classroom and analyzed by using descriptive statistics to determine the mean and standard deviation. Meanwhile, the semi-structured interview session was conducted with nine students who have been selected as representative based on their post-test score performance (high, average, and low score), and the result were analyzed by using thematic analysis.

The Result from Questionnaire

The questionnaire items were designed in a closed-ended format, and they were categorized into two

parts. Question 1 to 7 was designed to explore students' perceptions about using the seven learning elements of the CTL approach in the classroom.

Moreover, question 8 to 12 was designed to explore their ability to write analytical exposition after given the classroom intervention.

Table 3
Analytical exposition writing with CTL approach questionnaire

Questionnaire Items	Mean	Standard Deviation
Perceptions of using the seven learning elements of CTL approach		
1. Constructivism I think the topic in this lesson is relevant to my previous experience, knowledge, and current situation.	3.71	0.458
2. Inquiry I think the activity to gather information helps me to discover credible sources that I need to support my arguments when I write analytical exposition text.	3.66	0.482
3. Questioning I think the teacher in my classroom has helped me raise various questions in order to support my learning process when I write analytical exposition text.	3.89	0.323
4. Learning community I think working and revising my work with friends help me develop my skill in writing analytical exposition text.	3.74	0.443
5. Modeling a. I think I have gained a lot of sample texts of analytical exposition which I can adapt into my own writing.	3.40	0.604
b. I think I can provide example and give inputs to my friends when we write analytical exposition text.	3.11	0.631
6. Authentic assessment I think my teacher has done the authentic assessment since the scoring is based on my writing process.	3.49	0.507
7. Reflection I think I have sufficient time to reflect on my own learning and to tell what went well and what needs to be improved in my analytical exposition writing.	3.11	0.583
Analytical exposition writing skill after learning with the CTL approach		
8. Thesis statement I think I have able to state the topic and thesis statement in the first paragraph easily after I learned with the CTL approach.	3.26	0.505
9. Arguments a. I think I have able to collect credible information (e.g., facts, experts' opinions, statistics, etc.) easily to support my arguments after I learned with the CTL approach.	3.46	0.505
b. I think I have able to write arguments in the second and third paragraph easily after I learned with the CTL approach.	3.23	0.426
10. Conclusion a. I think I have able to write my final thought and summarize the body of the paragraph easily after I learned with the CTL approach.	3.23	0.426
b. I think I have able to restate my thesis statement easily in the conclusion part after I learned with the CTL approach.	3.20	0.473
11. I think I have able to use present tense form correctly after I learned with the CTL approach.	3.09	0.658
12. I think I have able to select the appropriate conjunctions (e.g., <i>because, furthermore, moreover, however</i> , etc.) after I learned with the CTL approach.	3.20	0.584
Grand Mean Score	3.39	0.507
Scale of Interpretation (Phoong, 2021): M 1.00 – 2.00= negative M 2.00 – 3.00=neutral M 3.00 – 4.00= positive		

According to table 3, the mean score of the third questionnaire asking students to rate their perceptions about learning with contextual teaching and learning approach was 3.39. According to scale of interpretation of four-point Likert scale by Phoong (2021), the result indicated that students had positive perceptions toward learning with contextual teaching and learning approach in writing analytical

exposition text in this study. The result was consistent with a study from Hakim and Sari (2022), which demonstrated that students who were exposed to the CTL approach exhibited a positive perception toward studying English writing, as indicated by their responses in the questionnaire. The rationale behind this decision was rooted in the students' belief that learning this approach could be beneficial

in effectively conveying their personal experiences through writing. In addition, the students displayed a high level of enthusiasm to learn writing since the teacher consistently provided examples related to their daily lives.

Although the previous studies have stated the relevancy with the result, however, the two studies did not exactly mention the use of contextual teaching and learning approach to improve students' analytical exposition text. Therefore, based on the questionnaire result in this study, it was found that the highest mean score was seen on the third statement in questioning element of CTL: *I think the teacher in my classroom has helped me raise various questions in order to support my learning process when I write analytical exposition text* (M= 3.89). In this study, questioning activity was utilized to stimulate students' thinking in improving their understanding of the paragraph structure and language features of analytical exposition writing. Students reported that when they had difficulty in recalling the conjunction used in their writing, they asked questions to the teacher to confirm the knowledge that they previously gained. Additionally, students mentioned that during this activity, they were challenged to find their answer on their own as the teacher only used a concept-check question to stimulate their thinking. Johnson (2002) stated that the questioning element in CTL approach offers numerous advantages. These encompass assisting teachers in evaluating students' understanding, fostering active student engagement, motivating students to generate more questions, and facilitating the recall of their knowledge. Moreover, the use of questioning to facilitate students in the writing activity was consistent with the study from Indrilla (2018), who found that the implementation of questioning activity in the CTL approach enhanced students' critical thinking skills by fostering them to recognize the importance of obtaining answers or knowledge through concept-check questions posed by the teacher. The CTL approach was noted for its ability to promote active students' engagement in the writing process through the incorporation of questioning activity.

On the contrary, the lowest score was found on the grammar area on the use of present tense on the eleventh statement: *I think I have able to use present tense form correctly after I learned with the CTL approach* (M= 3.09). The reason behind this stems from the primary emphasis of CTL on acquiring grammar skills within authentic context. Amin (2015) stated that the teaching grammar in context draws inspiration from the CTL approach. This approach involves instructing grammar lessons by establishing connections between instructional materials and classroom activities with real-life situations and the lived experiences of students. Although the approach demonstrates efficacy in facilitating comprehension by linking grammar

instruction to situational context, it may not provide a comprehensive coverage of all grammar rules. Certain grammar concepts, particularly those that are more complex in nature, may necessitate explicit instruction and focused practice in order to ensure that students possess a solid understanding. Moreover, although the approach aims to offer authentic context, it may not invariably encompass the complete range of grammatical structures. The potential consequence for students is that they might lack of exposure to complex grammatical forms, or specific language features in grammar that is necessary for writing a particular text in English.

The Result from Semi-Structured Interview

The semi-structured interview was conducted to explore an in-depth information from the students to share their perceptions regarding the implementation of CTL approach to process-based analytical exposition writing in the classroom. There was a total of nine students who became the representative for the interview, and they were selected based on their performance score on the post-test (high, average, and low score).

There were four questions which were translated to Indonesian and used in the interview, then the result was transcribed back to English. Several questions were also asked to elicit a detailed response from the students. There were three themes that came up after the coding process was employed, which are advantages of learning with the CTL approach, challenges of learning with the CTL approach, and students' perceptions of learning with the CTL approach in process-based analytical exposition writing. Additionally, the interview was analyzed based on the three themes mentioned.

Advantages of learning with the CTL approach

According to the interview result, all respondents reported that they were benefited from learning with the CTL approach in this English writing classroom. The advantages stated include learning to write with topics that is relevant to their experience and has real-world significance, and learning with detailed writing steps.

Student H1: "In my opinion, this approach is very interesting and unlike the regular class, we are taught with the topics that relate with our experience before, and it really helps me in the process of writing the exposition text as I know that the topic being discussed relates to my experience."

Student A1: "In my view, learning with this approach is interesting and becomes a new knowledge for me, because the steps of writing analytical exposition is taught in detail, so it helps us to construct our text from the pre-writing until publishing."

Based on the interview excerpt, it was found that students reported to be benefited by learning with the approach in terms of learning to write in

English with the topic that has real-life significance and relevancy to their prior experience, thus it leads them to learn and produce analytical exposition text smoothly as they comprehend the topic which is being talked about in the classroom. The result was consistent with a study from Satriani et al. (2012), who noted that students in their study were able to review previous lesson before a new lesson began as they remembered the topic that relates to their experience. Moreover, Windi and Suryaman (2022) revealed that the implementation of CTL approach facilitated the students by offering them writing topics that were easily understandable. Furthermore, it has been asserted that the CTL approach demonstrates efficacy in improving the quality of the writing process and learning outcomes within the classroom setting.

Challenges of learning with the CTL approach

Apart from having the advantages, students from the interview session also reported to encounter some challenges when learning with the CTL approach. Each of the challenge is described in detail below:

Challenges in lesson duration

One of the initial challenges faced when learning with the approach in the writing classroom was the inadequate lesson duration. Students, mostly those who are in a high-scoring group, reported that the lesson duration was not adequate to complete the writing process with this approach to compose analytical exposition text.

Student H2: “The challenge that I face is about learning with a lot of elements, and I don’t think we have enough time to finish them in one day as the class usually only last for 90 minutes every week. Since we have limited time, we need to arrange our work as best as we can so we can put our ideas that we wrote in the brainstorming to be developed in the exposition paragraph.”

Student H3: “I also think 90 minutes lesson was too tight for us to complete one writing, because usually we spend a lot of time in the pre-writing stage, especially to outline what we want to write.”

The study conducted by Tiarasari et al. (2020) identified a significant challenge related to time allocation in the implementation of each learning element within the CTL approach to analytical exposition writing instruction. They were argued that while the students’ analytical exposition writing skills showed improvement as a direct outcome of the CTL approach, the limited time allocated to teach each learning element becomes a constraint in their research.

Challenges in finding credible information

Besides having to learn with a lot of learning elements in the CTL with quite a limited time in each session, students also specifically mentioned

some difficulties in the inquiry learning element, which requires students to collect credible information such as facts, experts’ opinions, or statistics, to back up their ideas in the argument.

Student L3: “To me, the challenging part from learning with this approach is when I have to gather some information such as facts in English, because personally, English itself is already challenging for myself, and I need more time to read through the information as I am not used to read information in English.

Student A3: “I think the difficulty I faced was learning with a lot of steps in writing, like for example when we collect relevant information in the inquiry element.”

Students, particularly those in low-score groups, have reported encountering challenges in gathering information in the process of writing analytical exposition. In accordance with the contextual teaching and learning principle, students are expected to independently explore variety of information through inquiry learning element. The result is consistent with Hasani (2016), who mentioned that the implementation of inquiry element was ineffective to be given to students who has low critical thinking ability as they were unable to collect information and knowledge independently through the inquiry process.

Students’ perceptions of learning with the CTL approach on process-based analytical exposition writing

According to the interview result, students reported that the CTL approach helped them during the process of writing analytical exposition. Specifically, various learning elements were stated in the interview including inquiry (the activity of gathering information), authentic assessment (the activity of publishing their work to an online writing platform), and learning community (the activity of collaborating in group to do process-based analytical exposition writing).

Student H3: “I think these seven learning elements are designed to help us in the process of writing analytical exposition. Personally, I think the inquiry element really helped me in collecting information and learn how to synthesize which information is credible and which information comes from a valid source.”

Student H2: “I am interested in putting our work to this online writing platform. It really helped me to see how my friends came up with their exposition text and we can also give each other’s comment and start a discussion there.”

Student A3: “Since learning to write in English is quite challenging, I found that learning community element helped me in this learning process, because we got the chance to write analytical exposition in groups, so we can help each other and we can exchange ideas too.”

The findings of the study revealed that there were distinct variations in the perceptions of each group regarding their view of learning with the approach to improve their skills in writing analytical exposition. During the writing process, students who demonstrated stronger ability and achieved higher scores in the post-test reported that they derived benefits from the approach in terms of learning how to get credible sources in the inquiry element to support their ideas. The result was consistent with a study from Syafira and Afrita (2022), who reported that the use of a contextual teaching and learning approach in the classroom is found to be effective in helping students to conceptualize their writing as they could independently explore some information and use the gathered information to construct their writing in each paragraph structure (thesis statement, arguments, conclusion). Furthermore, it was observed that students from the high score group expressed a high interest to publish their work on the online writing platform as a means of authentic assessment. Their preference occurs from their recognition of the platform's potential to show their work to a wider audience. In addition, students have the ability to provide comment on the work of their peers through using a comment section in the platform. This feature enables them to engage in the practice of offering constructive feedback to one another. The result is align with the two studies from Boas (2011) as well as Rahayu (2021), who mentioned that the use of online writing platform in a process-based writing can enhance students' writing skill as it fosters collaborative learning activities by allowing students to use the comment section as their discussion forum.

In contrast with high score students, average and low score students perceived the CTL approach differently in the classroom. Students in these groups reported that the learning community proved beneficial in improving their skill in writing analytical exposition as they can discuss how to construct the text in with their friends. In their respective studies, Hakim and Sari (2022) as well as Oktaviany et al. (2022) highlighted that the students in their study had positive and enthusiastic attitude during the learning activity to write exposition text. This can be attributed to the formation of groups wherein members possess diverse English abilities. As a result, average and low-score students were able to derive benefits form the collaborative writing process, as they were able to learn from their peers who possessed strong writing skills. Furthermore, MacGregor (2022) claimed that collaborative learning experience can be beneficial for students in comprehending the lesson in groups, resulting in long-lasting student learning.

CONCLUSION

This study explores the effects of contextual teaching and learning approach on the achievement

of eleventh grade students' analytical exposition writing skill, as well as to identify eleventh grade students' perceptions of learning with contextual teaching and learning approach to improve their analytical exposition writing skills. The result from students' post-test showed that there was a significant improvement of students' skill in writing analytical exposition at the level of .05. Moreover, students also perceived the implementation of contextual teaching and learning approach to benefit them in improving their analytical exposition writing skill, thus, it can be concluded that they had positive perceptions toward learning with the approach.

The significance from the result of this study provides valuable insights for teachers and school administrators in the development and implementation of writing instruction, specifically to senior high school students. Furthermore, teachers can use the approach in this study as an alternative to deliver lesson and writing activities in order to improve students' analytical exposition writing skills.

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