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## A REVIEW ON THE CONTEXTUAL TEACHING AND LEARNING PROCESS USING PROCEDURAL TEXT WRITING

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**Abstract:** *The purpose of this study was to review the use of procedural text in writing in the contextual learning and teaching process in high school English class to develop students' ability in writing procedural text. The method of this research was descriptive qualitative. Data collection techniques were obtained through teacher and students observation. The results showed that the implementation of the Contextual Teaching and Learning model using writing text procedure increased teacher and student activities. The implementation of procedural text in English writing class showed the students to be more interested to the learning process. Thus, contextual procedural texts in teaching language class, particularly to English writing gave better result in improving students' interest in writing English material*

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## INTRODUCTION

Learning is a system, which consists of various components that are interconnected with one another. To achieve success in learning activities, there are several components that can support, namely the objective component, component material, components of teaching and learning strategies, and evaluation components. The four components of learning must be considered by teachers in choosing and determining what learning models will be used in learning activities (Irviana, 2020). In the learning process it is necessary to use various learning models to create an effective and pleasant learning climate for students. For this reason, one of the learning models that can be applied in the process of learning English is to use the Contextual Teaching and Learning model.

The Contextual Teaching and Learning model is a link of every material or topic of learning to real life. This is based on that students will more easily find and understand difficult concepts if the material being studied is directly related to factual conditions, it can also be avoided by providing illustrations or examples, learning resources, media, and so on related to real life experiences.

Mastery of English subject matter at the junior high level includes four language skills, namely: listening, speaking, reading and writing (Suhaedi & Nanning, 2019). All that is supported by elements of other languages, namely: vocabulary, structure and pronunciation. These elements then needed to be paid fully intention in students writing skill.

Writing skills at the junior high level are divided into several types of text, namely recount text, report text, narrative text, descriptive text, and procedure text (Kusumayanthi & Malik, 2022). Learn the steps to do things precisely and sequentially so that the desired

results can be achieved by using various written languages accurately, fluently and understood to interact in the context of everyday life in the form of text procedure.

Why is the Contextual Teaching and Learning method applied because this learning method does not only focus on providing theoretical knowledge, but also so that students' learning experiences are always related to the actual problems that occur in their environment (Lotulung et al., 2018). This method develops students' ability to connect between each concept or knowledge possessed by students can provide tangible guidelines to be actualized in real conditions, teach students to find and find themselves according to their experiences, students will be more creative, students express ideas in solving problems, students will be more active in talking, students will be active in asking questions, students will be active in opinion, students will be more understanding of the material provided, students will be more in control of the material with the existence of this method, students teach how to work together, and utilize learning resources widely.

### **Understanding Contextual Learning**

The word context means the whole situation, background, or environment related to self, which is intertwined together. Contextual Teaching and Learning is defined as an educational process that aims to help students see meaning in the academic material they are learning by connecting academic subjects with the context of their daily lives (Johnson, 2002). From the language understanding, terms and various opinions of the experts, the CTL learning strategy provides students with the motivation to understand the meaning of the subject matter with the context of their daily life in the context of their personal, social and cultural life. This social learning strategy allows students to have the knowledge / skills flexibly applicable from one problem to another (Lotulung et al., 2018). Besides, the CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers. Contextual Teaching Learning (CTL) is a holistic learning process that aims to teach students to understand meaningful learning that is linked to real life contexts both related to personal, religious, social, economic, cultural environments, and so on (Haryanto & Arty, 2019). With this concept, learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of activities students work and experience, not the transfer of knowledge from teacher to student.

A learning strategy is far more important than a result. In education systems learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents (Wegner et al., 2021). In this context, students need to understand what learning means, what its benefits are, in what status they are, and how to achieve it. They realize that what they learn is useful for their lives later. Thus they position as themselves who need a provision for their lives later. They learn what is beneficial for themselves and strive to achieve it. In their efforts, they need teachers as directors and mentors. In contextual classrooms, the teacher's job is to help students achieve their goals.

Contextual Teaching and Learning can be applied in any curriculum, fields of study, and classes which however they are. A CTL approach in class is sufficient easy. Also, implementation can help students to understand concepts and skilled resolve issues (Pangemanan, 2020). Broadly speaking, with the existence of this kind of learning approach,

it is expected to motivate students in assisting their improvement for their language skills particularly to writing ability skill.

### **Text Procedure Writing**

The procedure text is structured with the objective text structure and steps. Procedure text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of steps. The communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in the procedure text (Kurniawati, 2020). The first is goals or purposes. The second is the materials or tools. The third and the last are steps or methods. To know the text that we read is a procedure or not is so simple. You can read the title if the title is started with 'how to make...' or 'how to use...' it can be certainly defined that the text is procedure text .

The contents of the procedure text as a whole are set out in the objectives and steps. The contents of the procedure text, can be seen from the purpose of the text. The goal must be clear and specific. The destination can also be seen based on the title or topic written. The title comes from a theme and topic.

### **Steps for Composing the Text Procedure**

1. Review the procedure text.
2. Editing and revising the procedure text.
3. Summarize the text of the procedure

## **METHODS**

The method used in this research was descriptive qualitative research. Observational sheet was used to collect data about the activities of teachers and students in the learning proces in the application of the Contextual Teaching and Learning model implemented in that learning process. Observation is the main instrument used to collect data. At this stage, the researcher must do: (1) observe student behavior in participating in learning activities; (2) monitoring discussion activities; and (3) observing each child's understanding of mastery of material designed. The data obtained would be processed and analyzed qualitatively, that was data in the form of information in the form of sentences that provide a picture of reality or facts in accordance with the data obtained with the aim of knowing student learning outcomes achieved as well as knowing students' responses to student activities and activities during the learning process takes place.

## **RESULT AND DISCUSSION**

The data obtained from the results of this study were through observation. Observations were made to determine the activities of teachers and students in teaching and learning activities. The researcher got information from pre-observation with teacher that the most of students were lack in writing skill, especially in writing text procedure material. Although they have tried various media and strategies several times, the teacher acknowledged that students' skills in writing ideas using English were still difficult. This information then led the researcher to find out the clues on students' language skills. The students were also lack in mastering vocabulary, language structure, words organizing into

texts and lack of self-confidence in performing their language skills.

Even more, the methods and media carried out by the teacher have not been maximized in improving students' writing skills, so it needs strategies or other learning methods to improve students' writing abilities. If there is no strategy or method that is able to foster students' ability in writing skills, it is feared that students' writing abilities will not improve. Of course, this would hamper the learning process in English material that would be taught later.

Although the teacher has applied several methods, strategies, approaches, and media images to achieve learning objectives, the results have not been achieved to the maximum. There were only a few students who are able to write text procedures well. The teacher also recognizes that in addition to the picture media, the delivery method or approach in teaching still used the student center approach, so that some students feel guided by the teacher, without constructing the knowledge they have.

In fact, the skills to write text procedures would be easier to understand if students were free to create in accordance with what is in their minds. This would be more meaningful to students and have their own experiences.

Students not only need imagination from images or other media that are usually used to stimulate students to improve writing skills, but need contextual to give an impression of their lives, and writing skills will be honed by themselves. Experience would be a source of inspiration for students in writing.

The teacher acts as the implementer while the researcher is the observer. The subjects that was practiced are English with Competency Standards: Compose oral and written procedure text, short and simple, in the form of recipes and manuals, taking into account social functions, text structure, and correct linguistic elements and in context. While Basic Competence: Comparing social functions, text structure, and linguistic elements of several oral and written text procedures by giving and requesting information related to food / beverage recipes and manuals, short, and simple, in accordance with the context of their use.

Explanation of the learning objectives conveyed by the teacher in accordance with the text contained in the lesson plan. This happens like reciting vocabulary related to the text of the procedure, so that some students do not recite, who hear also do not fully understand what the teacher is conveying. After conveying the learning objectives, some students who were talking alone with their peers were asked by the teacher about vocabulary pronunciation related to the procedure text. Then, the students answer with some of the vocabulary in their minds. After conditioning a busy student, the teacher returns to the front of the class aloud, the teacher asks all students with questions about the procedure text. Students alternately raise their hands alternately to answer the question briefly.

The teacher clarifies the direction of learning to be taught, some students answer correctly. Then the teacher instructs students to prepare procedure tools and text material that have been delivered in previous learning by the teacher. Each group has prepared tools and materials that have been submitted previously. Then, open the chapter writing procedure text. Inside there are some sample procedure texts. Where the previous meeting had been agreed on the topic of how to make avocado juice. It aims to provoke student knowledge. Besides that the teacher conveys understanding, goals, components, elements and other examples of text procedures.

After finishing giving the material by explaining in front of the class, the teacher asks or checks students' understanding. There are some students who do not understand the text procedure, the step taken by the teacher is to give an example by asking what is included in the text of the procedure and then the teacher gives an explanation by showing the examples in the book, after which the new student understands.

The following is the result of observations made were towards the teacher's activities during the learning.

**Tabel 1. Observations Activities**

No	The Observed Aspect	Information
<b>Initial Activity</b>		
1.	The teacher opens the lesson by saying hello and inviting prayer together led by a student with full reverence	The teacher greets and invites to pray in a clear voice so that all students carry out the teacher's instructions.
2.	The teacher asks how the students are doing and validates them	The teacher asks how the students are doing and checks their attendance with a loud voice and enthusiasm so that all students focus on the teacher.
3.	The teacher explains the learning objectives to be learned.	The teacher gives a specific but unclear explanation of the learning objectives.
4.	The teacher conveys an outline of the scope of material and an explanation of the activities that students will do to solve problems or assignments	The teacher conveys an outline of the scope of material and an explanation of the activities that students will do to solve the problem or task clearly.
<b>Core activities</b>		
1.	The teacher gives questions about the text procedure	The teacher gives questions regarding the text of the procedure in a clear voice.
2.	The teacher explains the text procedure	The teacher explains the procedure text material in accordance with the syllabus, appendix; definition, characteristics, objectives, elements of the procedure text, and the steps to make it.
3.	The teacher gives instructions to students to look for a partner in each groups	The teacher gives instructions and control the pair quickly and right, in a loud voice and clear, so students are not rowdy and gather up.
4.	The teacher clarifies the explanation contained in the guidebook	The teacher explains all the contents of the manual in a clear voice, so all students understand.
5.	The teacher presents a complete procedure text on How to make dragon fruit juice in the form of an	The teacher presents a complete procedure text on How to make dragon fruit juice in the form of an

	empty table and there are several questions	empty table and there are several questions, in a clear voice.
6.	The teacher guides students to discuss in groups to answer questions and How to make dragon fruit juice	The teacher guides students to discuss in groups to answer questions and How to make juice of dragon fruit, in a clear voice so students pay attention well.
7.	The teacher guides students to identify the structure of the text and the linguistic characteristics of the text (Grammar in context)	The teacher guides students to identify the structure of the text and the linguistic characteristics of the text (Grammar in context), clearly.
8.	The teacher goes around from one group to another and provides assistance if necessary	The teacher goes around from one group to another and provides assistance if necessary, in a clear voice, so students pay attention to the teacher.
9.	The teacher guides students in delivering the results of teamwork in groups	The teacher guides students in conveying the results of teamwork in groups, in a unclear voice.
10.	The teacher provides opportunities for other groups to comment on the work of other groups	The teacher gives the opportunity to other groups to comment clearly on the work of other groups.
	<b>Closing Activity</b>	
1.	The teacher does the reflection (asking questions about the material that is not understood by students)	The teacher invites students to reflect and students pay attention.
2.	The teacher associates the task and the story written students with life daily	The teacher invites students to link learning clearly so that students understand.
3.	Teacher with students make conclusions learning that has been done	The teacher invites students to conclude learning clearly but some students cannot understand.
4.	The teacher tells students the meeting material to be come	The teacher tells the material to be come clearly.
5.	The teacher gives motivation and benefits of writing to students	The teacher motivates and conveys the learning benefits.
6.	The teacher invites students pray together and say greetings	The teacher closes the learning by praying together and saying hello and all students pay attention.

Teachers' activities during greetings and invite all students to pray and pay attention to the readiness of students and ask how the news and the state of students get very good category. Likewise, when the teacher conveys the learning objectives and the teacher conveys an outline of the material to be learned and uses ice breaking on the sidelines of learning.

The teaching and learning process also takes place in accordance with the steps contained in the lesson plan. In addition, teachers are also better prepared to teach. The teacher can also arrange already memorized the steps of learning so that all the steps of learning can be carried out to the maximum.

The following table was the data of the results of student observations made were on student activities during learning.

**Tabel 2**  
**Observation Results of Student Activity**

No	Aspects Observed	Information
	<b>Initial Activity</b>	
1.	Students respond to greetings and invite the teacher to pray together	All students respond to greetings and invite the teacher to pray together.
2.	Students are ready to receive learning	All students are ready to receive learning
3.	Students answer news questions and pay attention to the teacher when checking student attendance	All students answer and pay attention to the teacher when checking student attendance
4.	Students pay attention to the learning objectives conveyed by the teacher	Most students pay attention to the learning objectives conveyed by the teacher
5.	Students listen to the outline of the scope of the material and an explanation of the activities to be carried out to solve the problem or task.	All students pay attention to the outline of the scope of the material and an explanation of the activities to be carried out to solve the problem or task
	<b>Core activities</b>	
1.	Students answer questions about the text procedure	All students answer questions from the teacher about the text procedure
2.	Students listen to the teacher's explanation of the explanation of the text procedure	All students listen teacher's explanation
3.	Students pair up with classmates (groups).	All students pair up with sitting friends (groups).
4.	Students listen to the explanation contained in the guidebook	All students listen teacher's explanation.
5.	Students get a full procedure text on How to make avocado juice in the form of a blank table and there are several questions.	All students get a full procedure text on How to make avocado juice in the form of a blank table and there are several questions.
6.	Students listen to the example text procedure	All students listen teacher's explanation.

7.	Students identify the structure of the text and the linguistic characteristics of the text (Grammar in context).	All students identify the structure of the text and the linguistic characteristics of the text (Grammar in context).
8.	Students ask the teacher if there is something not understood in the group assignment.	All students ask the teacher if something is not understood in the group assignment.
9.	Students deliver the results of group work	Most students present the results of group work.
10.	Students are given the opportunity to provide comments to other groups on the results of group work.	All students comment on the work of other groups.
<b>Closing Activity</b>		
1.	Students do reflection	All students respond to the reflection made by the teacher.
2.	Students associate learning (written text procedure) with real life students.	All students associate learning (procedure text which is written down) with real life students.
3.	Students conclude learning with the teacher	Most students conclude learning with the teacher
4.	Students listen teacher notification about material learning that will come.	All students listen to notifications teacher about material future learning
5.	Students pay attention to the motivation given by the teacher	All students listen to the motivation given by the teacher.
6.	Students pray and say hello together in ending learning	All students listen invite the teacher to pray and say hello together in ending learning.

This was proven during the learning process, where students begin to be enthusiastic and happy when answering questions from the teacher, digging information from partners not to be shy so that students are easy to discuss information for them to write.

The implementation of the contextual teaching and learning model is said to be successful in writing text procedure skills which include several aspects including: compiling a text procedure in the form of a recipe regarding social functions, text structure correctly, writing capital letters according to punctuation, correct linguistic elements in context, and using gramatical is correct and can demonstrate the product in front of the class. In this activity, the teacher started core teaching in carrying out the learning process in the activities of delivering learning objectives, managing groups, exploring student knowledge is still not optimal. This greatly affects the results of student products, because what is written is related to students' life experiences.

The teacher puts more emphasis on the delivery of objectives, stimulating students in the stage of exploring students' knowledge. In addition, teachers are more enthusiastic in

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motivating students in terms of creativity in writing, as well as linking students' experiences with students' real lives.

This students experiences were also discussed by Driscoll and Johnson In 2002 states that constructivist learning or contextual teaching and learning is creating knowledge when trying to experience, understanding its experiences based on the experience and knowledge it has. Driscoll stresses that this learning gives more place to students in the learning process than the teacher. Students must play an active role in finding new findings. That way the learning process using the Contextual Teaching and Learning model can be said to be successful if students are able to relate the experiences they have experienced and they have independently gained from real life, they can write them down and be measured by product ratings. Also in another research, it was discussed that Learning that is related to the real-life context can provoke students to think high-level. Contextual Teaching and Learning CTL learning is a whole learning process that aims to teach students to understand learning that is related to the real life (Haryanto & Arty, 2019). Learning is done by linking material with real life contexts, so that students are able to analyze, evaluate, and create. The ability of students to solve problems in life can then improve self-efficacy.

The point of emphasis on the learning process and the success of the Contextual Teaching and Learning model is how students acquire new knowledge that is done on their own or experienced on their own. This becomes their provision in constructing knowledge that they can then associate with lessons in school and they interpret themselves so that learning becomes meaningful. Likewise with the activities of students who get the same results with the observations of teacher activities.

The implementation of the contextual teaching and learning model used in language subjects english has advantages compared to the learning approach using picture and video media in this research review is in line with the teaching strategies discussed by Satriani in 2012. These teaching strategies are relating, experiencing, applying, cooperating and transferring. In addition, authentic material was also used to assess the students' writing (Satriani et al., 2012). Therefore, learning by using contextual teaching and learning, students more easily write procedure texts with good and correct texts, the structure of procedural texts in accordance with the context of their use in the text, as well as the correct and contextual linguistic and written elements. Also, as a consideration, If using pictures as teaching media, students would only write the procedure text in accordance with what is happening in the picture and all students will surely have the same work in each text. in contrast to contextual teaching and learning, the steps of learning teach students to look for themselves, write different things, and interpret themselves based on the experiences they have experienced. This makes it easier for students to reach the realm of writing skills, because what students obtain independently will be better understood than narration from the teacher.

Learning outcomes obtained by students are influenced by several factors including the methods used by teachers who are less adapted to student characteristics. The character of students, among others, likes learning in groups, each individual wants to play a role in groups. In addition, in writing the ability to compose text procedures the teacher does not utilize learning methods that are contextual in accordance with student experience.

**CONCLUSION**

After having the discussion in this research, it is concluded that the use of text procedure as a media in contextual learning and teaching writing in English class for high school students need to be implemented actively. The reason of choosing this text procedure writing simply provide students to work on their writing actively where this kind of material applied contextual material. The students who are less active in the learning process previously appeared because the teacher has not implemented or introduced the contextual teaching and learning model. This proves that using contextual procedure texts in teaching language class, particularly to English writing gave better result in improving students' interest in writing English material.

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