

CTA (Cocept-Text-Application) Technique to Improve Narrative Text Writing Skill of the Tenth Graders

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ABSTRAK

Menulis digunakan untuk mengekspresikan dan mengkomunikasikan beberapa ide. Nilai keterampilan menulis teks naratif siswa kelas X SMK di Semarang berada di bawah kriteria ketuntasan minimal. Skor standar minimal pada Bahasa Inggris adalah 75. Penelitian ini bertujuan untuk mengetahui keefektifan teknik CTA (Concept-Text-Application) dalam meningkatkan motivasi belajar dan keterampilan menulis teks naratif siswa kelas X di SMK Negeri 6 Semarang. Penelitian ini menggunakan jenis penelitian tindakan kelas dan dilakukan di kelas X Kuliner 3 SMK Negeri 6 Semarang. Pengumpulan data melibatkan penggunaan instrumen non-tes dan tes. instrument non-tes berupa lembar observasi dan dokumentasi. Penulis menggunakan data kuantitatif dalam menganalisis data. Pada siklus I dan siklus II, siswa memiliki antusiasme dan partisipasi yang lebih baik untuk mengikuti kegiatan. Pada tes pra-siklus, nilai rata-rata menulis mereka mencapai 66,83. Pada tes siklus pertama ketika penulis menerapkan tindakan, skor rata-rata menulis siswa adalah 71,05 atau meningkat 4,22. Pada tes siklus kedua, rata-rata skor menulis mereka mencapai 81,13. It artinya meningkat pada 14,30 dari siklus pertama. Pada siklus kedua menunjukkan bahwa proses pembelajaran berhasil. Berdasarkan hasil tersebut, pertama, kepada guru Bahasa Inggris agar menggunakan teknik mengajar yang menarik dalam mengajar khususnya dalam keterampilan menulis adalah CTA (Concept-Text-Application). Kedua, kepada siswa untuk memperkaya keterampilan menulis teks naratif dengan menggunakan CTA (Concept-Text-Application).

Kata kunci: CTA (Concept-Text-Application), Menulis, Naratif, Penelitian Tindakan Kelas

ABSTRACT

Writing used to express and to communicate some ideas. The narrative writing skill scores of tenth-grade students attending a vocational school in Semarang are below the minimum criteria. The English standard minimum score is 75. The research aims to determine the effectiveness of the CTA (Concept-Text-Application) technique in enhancing the learning motivation and narrative writing skills of tenth-grade students at SMK Negeri 6 Semarang. The study employed classroom action research and was conducted specifically in class X Culinary 3 of SMK Negeri 6 Semarang. Data collection involved the use of non-test and test instruments. The non-test instruments are observation sheet and documentation. The writer used quantitative data in analyzing the data. In first cycle and second cycle, the students have better enthusiasm and participation to follow the activities. At pre-cycle test, their writing average score reached 66.83. In first cycle test when the writer applied the action the students' writing average score is 71.05 or improves 4.22. In second cycle test, their writing average score reaches 81.13. It means that it improves 14.30 from the first cycle. In second cycle indicates that the teaching process is successful. Based on the result, firstly, to English teachers to use interesting teaching technique in teaching especially in writing skill is CTA (Concept-Text-Application). Secondly, to students to enrich their narrative text writing skill by using CTA (Concept-Text-Application).

Kata kunci: CTA (Concept-Text-Application), Writing Skill, Narrative Text, Classroom Action Research

1. INTRODUCTION

Based on the research that was conducted by the writer when doing

Program Praktek Lapangan (PPL) II, and the result of observation in X Culinary 3 class of SMK Negeri 6 Semarang. The

writer observed a significant deficiency in the students' writing skills, which was evident from the results of the pre-test administered by the writer. Then the other problems are the students get anxiety and difficulties to express their idea. The students have limit vocabularies, so they need a long time to think and run out of time for write. The students are afraid to start writing and have difficulties in choosing the appropriate words. The students want the teacher give instruction in Indonesian at the learning English.

Another reason the writer conducted the research of using CTA (Concept-Text-Application) to increase narrative writing text is enrich the previous research. Apsari (2017) conducted a research study on the use of picture series in teaching writing recount texts. Dewi dan Ayunisa (2020), got research in teaching writing descriptive text using clustering technique.

Writing is a form of communication that involves the creation of written text, which can be used to convey ideas, thoughts, opinions, and information to a reader. According to Nunan (2003:88) Writing is both a physical and a cerebral act at the most fundamental level. On the contrary, writing is a cognitive process that involves generating ideas, carefully selecting the most effective way to express them, and organizing them into coherent sentences and paragraphs that can be easily comprehended by the reader. The author imagines, plans, drafts, edits, and reads as well as produces the work. The end result is an essay, letter, tale, or research report that the audience, whether it be an instructor or a larger audience, sees as the writing process is frequently cyclical and occasionally disordered. In addition, Purba (2018) stated that one of the language skills that one should possess when studying a language is writing. Also, writing is a conscious activity for which one must have the will to accomplish it. Writing serves as a means of communication through which students can articulate their ideas and opinions in written form, thereby providing the reader with informative information. Overall, writing is a powerful tool for communication and self-expression, and

can be used to create meaningful connections with others and to share ideas and perspectives across time and space.

Narrative is a genre that serves the purpose of amusing, entertaining, and portraying actual or imagined events in diverse ways (Hartono, 2005). While narratives primarily consist of fictional stories, they can occasionally be based on real events. Fairy tales, fables, mysteries, stories, science fiction, romance, horror, and other genres all fall under the category of narrative (Sulistyo, 2013). Narrative texts typically have a structure, which includes orientation, complication, resolution and reorientation. The plot of narrative text usually involves a main character who faces a challenge or conflict, and must take action to resolve it. Other elements of narrative text may include setting, characterization, dialogue, and themes. Narrative texts can be used to entertain, inform, or educate readers, and can be a powerful tool for exploring complex themes and issues. They can also be used to develop language skills, such as vocabulary, grammar, and writing comprehension.

CTA (Concept-Text-Application) is a comprehension technique that involves various stages such as planning, concept assessment and development, and guided writing of the text, where the teacher assists students in establishing connections between their existing knowledge and the text (Wong and Au, 1985). Another technique that aids teachers in modeling pre-writing question generation for students is concept-text-application. CTA utilizes guided discussion to enhance students' background knowledge prior to writing. This technique can be easily adapted for older students in content area classes. In the concept phase (C-phase), the objective is to assess students' prior knowledge and identify their learning needs. The teacher previews the writing material and selects a main idea or key concept for pre-writing discussion. This pre-writing phase is followed by students writing the text and engaging in group discussion (text application). According to Barnett, M.A. (1988), during the concept-text-

application phase, the teacher provides readers with a general overview of the text, enabling them to anticipate information and understand its structure. To familiarize students with an unfamiliar text, the teacher may employ a textbook inventory or scavenger hunt activity. The authors present an argument for the use of "Concept-Text-Application (CTA)" in teaching writing. Retention of large portions of text is important and a technique to aid this absorption is necessary. Also, structure and content will be unfamiliar to students so teachers must expect to work through many comprehension problems with the students. CTA has been proven effective in preparing students to meet the demand of "Writing to Learn". Based on the definitions provided, the writer's conclusion is that CTA (Concept-Text-Application) is a comprehension technique that supports students in identifying their existing knowledge and determining what they still need to learn about a particular topic. The teacher plays a crucial role in facilitating the process by assisting students in establishing connections between their own knowledge and the information presented in the text.

2. METHODS

The design employed in this study was classroom action research. The writer selected CAR since the goal of this study is to enhance the current classroom environment and students' desire for studying. Based on Kemmis and Taggart (Sukarno: 2009) the cycles of CAR are as follows:

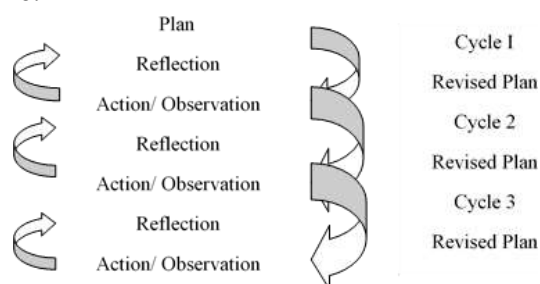


Figure 1. The Cycles of Classroom Action Research

In addition to providing a writing assessment, the writer of this study also conducted observational research and

documentation to gain insights into the students' writing abilities during the pre-cycle phase. The writer then used CTA (Concept-Text-Application) approach to provide action in cycle I. In order to achieve the anticipated improvement, it was continued through cycle II. There are four phases in each cycle: planning, doing, watching, and reflecting.

The tenth graders in class X Culinary 3 at SMK Negeri 6 Semarang served as the subjects of this study. There are 36 students, with 4 males and 32 females among them. According to the writer's observations, the students' writing abilities in English writing. Their performance on the daily test and the final English test makes it very evident. Some students received good grades, while others received poor grades. The students' average grade in this class was low. The score was only 66.83 in narrative writing text. It has yet not reached the minimum achievement standard score of 75.

3. FINDINGS AND DISCUSSION

The research, the writer would present results before and after conducting research. The writer conducted this research to increase narrative writing skill using CTA (Concept-Text-Application) technique in X Culinary 3 class of SMK Negeri 6 Semarang. This research was conducted in two cycles.

In March until June 2022 the writer conducted PPL which is program by the university for filed practice to schools in order to give students an idea of the factual filed conditions. In PPL program, students would be placed in around the university. During PPL, the writer experienced offline learning. The problems were found during offline learning when the writer in the class. After observing in class X Culinary 3, the writer found that the students had poor vocabulary so they had difficulty in narrative writing skill. A pre-test ensures the truth of the problems experienced by the students of class X Culinary 3 was given.

Pre-test, observation sheet, and documentation were employed in Pre-Cycle by the writer. According to the observation sheet, 48.60% of the students

are motivated to learn how to write narrative text. Also, while some students are aware of how to produce a narrative text, others are still unsure. The observation in pre-cycle demonstrates that students lack motivation for learning. The pre-cycle test's average score is 66.83, which falls into the fair category.

Cycle I

Planning

This section, the writer did some preparation such as making lesson plan, preparing equipment in learning activity, and preparing observation checklist.

Action

The action taken in cycle I was derived from the lesson plan. It comprised three main components: pre-activity, main activity, and post-activity. During the pre-activity, the writer initiated the session by greeting the students and taking attendance. The writer then provided a description of the material that had been assigned and conducted a warm-up activity to engage the students. Main Activity: the writer used CTA (Concept-Text-Application) technique in teaching writing to know students' writing ability improvement. The steps as follows: Exploration: By posing a question regarding the subject, the writers examined how well the students understood narrative texts; the writer introduced about the technique and explain how to use it. Elaboration: The writer provided a thorough explanation of narrative text, focusing on its language features and general organization.; the writer divided the class in group consist of 4 persons based on their interest; the writer gave the students topic; the writer listed some options or ideas; the writer gave the students a sticky dot; the students worked in group to discuss what the first will be dot and dot the important thing like what the writer explained; the writer guided the students to apply CTA (Concept-Text-Application) technique in learning activity; The students applied the CTA (Concept-Text-Application) technique to create a narrative text focused on specific traits. The writer closely observed the students' activities as they utilized the CTA technique throughout the process.

Confirmation: The writer inquired about the students' level of difficulty and provided feedback based on the materials for the students. Post Activity: the writer analyzed the students' text; the writer corrected students' text mistake; the writer gave some suggestion to the students.

Observation

Using an observation sheet, the writer tracked the students' participation in a learning exercise. In addition, the writer shot pictures as she was learning. The observation's findings were included into subsequent of cycle II learning activities.

Reflection

At this phase, the writer has evaluated the outcomes of the observation sheet, writing exam, and every cycle I stage at this point. Cycle II learning has been improved and strategy changed as a result of cycle I reflection. The average result in Cycle I test is 71.05, which is in the good range. Based on the aforementioned findings, the writer used the CTA (Concept-Text-Application) technique when teaching, and each improvement in the students' behavior was met with higher enthusiasm and participation in the learning process. Students that can create narrative text are more numerous as well. The observations from Cycle I provide evidence of the effectiveness of the CTA (Concept-Text-Application) method in facilitating the teaching and learning process.

Cycle II

Planning

In this stage, the writer will develop a lesson plan that aims to address the weaknesses identified during Cycle I. The lesson plan will be designed to specifically target and improve upon the areas of improvement from the previous cycle. The topic of lesson plan has been changed from cycle I by the writer. The writer was ready for review. Test and observation were conducted.

Action

In this cycle, the writer has given different treatment from cycle I. This activity was the improvement of this previous cycle, but the procedure in this activity was similar. The writer has

reviewed what they learned in the cycle I, before conducting the lesson. The writer has given the students different topic to write narrative with CTA (Concept-Text- Application) technique. The writer has given the students some vocabularies and grammatical rules that used in narrativetext.

Observation

Using an observation sheet, the writer watched the students' learning activities and took pictures. During the teaching and learning process, the students' behavior was observed as part of the overall assessment.

Reflection

In this stage, the writer has been reflecting on all the activities to determine whether the treatment showed better results or not. Through this reflection, the writer has been able to assess whether the implementation of the CTA (Concept-Text- Application) technique has effectively improved students' engagement and participation in the teaching-learning process. The writer used a post-test, an observation sheet, and documentation for Cycle II. The average score for this cycle is 80.12, which falls into the good category. Based on the results of Cycle II, the students were actively encouraged to participate in the teaching and learning process of the English writing class. The positive outcomes observed in Cycle II served as motivation for increased student engagement and involvement in the classroom activities. The information was clear to the students, as were the steps for using this method. More over 75% of the students in class X Culinary 3 achieve the required minimum score, which is why the cycle was ended.

Table 1. The Result of Narrative Text Writing Test in All Cycles

Assessment Aspect	Mean of Score			Improvement		
	Pre-Cycle	Cycle I	Cycle II	Pre-Cycle - Cycle I	Cycle I - Cycle II	Pre-Cycle - Cycle II
Writing	66.83	71.66	81.12	4.22	10.08	14.30

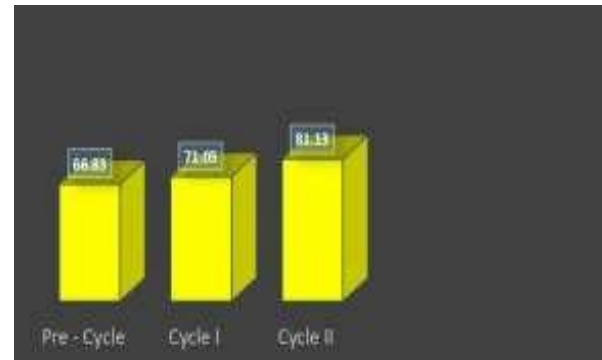


Figure 2. Diagram The Result of WritingTest in All Cycles

According to the findings of the checklist observations conducted during the research, the writer's responses in the second cycle were notably better compared to the first cycle. The adjustments made in the teaching approach and the implementation of the CTA (Concept-Text- Application) technique likely contributed to the writer's improved performance and more effective instructional practices. According to the cycle one observations, there were still a lot of activities that did not go well, such as students who were unconcerned and continued to talk during the learning process. Cycle Two demonstrated that all activities were successfully completed. The study indicated that the cycle's behaviors increased students' attention spans and levels of enthusiasm for their lessons. This indicates that cycle two's student participation is higher than cycle one.

CONCLUSION

Based on the findings from the data analysis of Pre-Cycle, Cycle I, and Cycle II, the writer is able to draw the conclusion that the utilization of the CTA (Concept- Text-Application) technique has the potential to enhance the learning motivation of tenth-graders at SMK Negeri 6 Semarang when it comes to writing narrative texts.

The positive results observed throughout the study suggest that the CTA technique effectively contributes to improved student engagement and motivation in the writing process. The writer in pre-cycle came to the conclusion that students' enthusiasm to learn in narrative writing classes was still poor. The results of the students' pre-cycle observation score show that it is 48.60%. The students' observation score is 61.10%, indicating an increase in learning desire since cycle I. In Cycle II, the students' engagement and motivation to utilize the CTA (Concept-Text-Application) technique experienced improvement. The students' observation score reached 81.24%, indicating a high level of active participation. Additionally, over 75% of the students demonstrated enthusiasm and drive towards their studies, as evidenced by their results. These positive outcomes suggest that the implementation of the CTA technique effectively enhanced student engagement and motivation in the learning process. The tenth-grade students at SMK Negeri 6 Semarang who are taught utilizing the CTA (Concept-Text- Application) technique have significantly improved their ability to write narrative texts. It was evident from the post- outcome. Pre-cycle of test scores are generally 66.83. By the conclusion of cycle II following the treatment, it rises to 81.13. It indicates a 14.30 percent gain. Every student has improved, and the class as a whole has achieved the target in more than 75% of the cases.

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