THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL) ON TEACHING PERSONAL REFERENCES IN DESCRIPTIVE TEXT AT GRADE XI STUDENTS OF SMA NEGERI 1 BARUMUN TENGAH

A THESIS

Submitted to State College for Islamic Studies (STAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

Written by:

DIANA MARIATI HASIBUAN
Reg. No: 08 340 0010

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013

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2013**

Term   : Munaqosyah

Padangsidimpuan, 22 th April 2013

        a.n. Diana Mariati Hasibuan

To:

Ketua STAIN Padangsidimpuan

Items : 5 (five) Examplar

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Padangsidimpuan
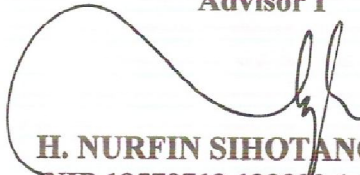
Assalamu'alaikum Wr. Wb.

        After reading, studying and giving advice for necessary revise on thesis belong to Diana Mariati Hasibuan, entitle "THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL) ON TEACHING PERSONAL REFERENCES IN DESCRIPTIVE TEXT AT GRADE XI STUDENTS OF SMA NEGERI 1 BARUMUN TENGAH" we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), departement of education in STAIN Padangsidimpuan.

        Therefore, we hoped that she could be to defend her thesis in Munaqasyah.

        That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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PERNYATAAN KEASLIAN SKRIPSI SENDIRI

Dengan nama Allah yang maha pengasih lagi maha penyayang. Saya yang bertanda tangan di bawah ini :

Nama	:	DIANA MARIATI HASIBUAN
NIM	:	08 340 0010
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Judul Skripsi	:	**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL) ON TEACHING PERSONAL REFERENCES IN DESCRIPTIVE TEXT AT GRADE XI STUDENTS OF SMA NEGERI 1 BARUMUN TENGAH**

Menyatakan Dengan sebenarnya bahwa menyusun skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya saya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil wawancara.

Seiring dengan hal tersebut, bila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan dapat menarik gelar kesarjaan dan ijazah yang telah saya terima.

Padangsidimpuan, 22th April 2013
Pembuat pernyataan

METERAI
TEMPEL
PAJAK MEMBANGUN BANGSA
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Declaration of Authenticity Thesis

In the name of Allah, he beneficent and the merciful. I myself:

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The Title of Thesis   : THE EFFECT OF CONTXTUAL TEACIDNG AND
                                            LEARNING (CTL) ON TEACHIN PERSONAL
                                            REFERENCES IN DESCRIPTIVE TEXT AT
                                            GRADE XI STUDENTS OF SMA NEGERI 1
                                            BARUMUN TENGA

Declaring truly that the thesis I apply is really my own writing, except from the quotation of the text books and the result of interview.

Then, if there is a prop or can be proved that the thesis is a derivation or fully asking for illegal helping form the ot..h.er side except the guiding of advisor team, then S tate College for Islamic Studies (STAIN) Padangsidimpuan may off the bachelor title and the certificate that I have accepted.

Padangsidimpuan, 22 April 2013
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Hasil/nilai   : 69,35 (C)

IPK   : 3,03

Predikat   : Amat Baik

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SEKOLAH TINGGI AGAMA ISLAM NEGERI

PADANGSIDIMPUAN

PENGESAHAN

Skripsi Berjudul : **THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL) ON TEACHING PERSONAL REFERENCES IN DESCRIPTIVE TEXT AT GRADE XI STUDENTS OF SMA NEGERI 1 BARUMUN TENGAH**

Ditulis Oleh   : **DIANA MARIATI HASIBUAN**
NIM   : **08 340 0010**

Telah dapat diterima sebagai salah satu tugas
dan syarat-syarat dalam memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 22th April 2013
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ACKNOW LEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the beneficent and the merciful

First of all, I would like to say thank you to Allah SWT who has given me time, health in writing and finishing this Thesis. Next, the writer do not forget to sent Shalawat to our prophet Muhammad SAW who has brought us from the darkness in to lightness.

In writing this thesis, the writer is assisted by some people and institution. There fore, in this opportunity the writer would like to express her gratitude to the following people:

1. Special thanks are due to Mr. H. Nurfin Sihotang, M.A, Ph.D, as the first advisor who has given suggestions and helps in writing this thesis.

2. Special thanks are due to Mr. H. Hamka, S.Pd., M.Hum, as the second advisor who has helped, supported and suggested me in writing to finish this thesis.

3. The chief of STAIN Padangsidimpuan Dr. H. Ibrahim Siregar, MCL, who has given chance and time. So, the writer could learn and got some knowledge from STAIN Padangsidimpuan.

4. Thanks are due to chief and chief assistant of state college for Islamic studies (STAIN) Padangsidimpuan.

5. Thanks are due to Hj. Zulhimma, S.Ag, M.Pd, as the chief of Tarbiyah Departement and her staffs.

6. Thanks are due to Drs. Samsuddin Pulungan, M.Ag, as the chief of library and his staffs have borrowed the books to the writer this research.

7. Thanks are due to all lecturers who have tough, guided and also encouraged her during studying in STAIN Padangsidimpuan especially English lecturers.

8. My beloved friends Parida, Sarmina, Nur mini, Mardiah, Keri, Mimah, Dian Febriani, thanks for your help, patience and care to support the writer.

9. All my friends in STAIN Padangsidimpuan, good luck for you.

In this still so from being perfect based on the weakness of the writer. Therefore, the writer expects the construction critics and suggestion from the readers in order to improve this thesis.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 22 [th]April 2013
The writer

DIANA MARIATI HASIBUAN
Reg. No: 08 340 0010

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ABSTRACT

Name : **DIANA MARIATI HASIBUAN**
Reg. No. : **08. 340 0010**
Title :**The Effect of Contextual Teaching and Learning (CTL) on Teaching Personal References in Descriptive Text at Grade XI Students of SMA Negeri 1 Barumun Tengah**

The aim of this research was to know the effect Contextual Teaching and Learning (CTL) on teaching personal references in descriptive text at grade XI students of SMA Negeri 1 Barumun Tengah. This research was conducted by quantitative method and it is an experimental type. The population is 120 students of grade XI SMA Negeri 1 Barumun Tengah. Then the sample of research intended 40 students. Next, the total numbers of sample is divided into two groups, they are 20 students into experimental class and 20 students into control class. To collect the data, it is conducted by administrated 40 items related to personal references. The test is in writing test of personal references in descriptive text form and analyzed by using t_{-test} formula.

In testing the hypothesis and analyzed with a formula, in this analysis, the writer uses the formula of t_{-test}:

T-test

$$T_t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1 + \sum X_2^2}{n_1 + n_2 - 2}\right)\left\{\frac{1}{n_1} + \frac{1}{n_2}\right\}}}$$

Based on the calculation above, it is known that coefficient of $t_0 = 3,72$ from the degree of freedom (df) 40 or (20+20-2) = 38 is 2,75. So the score of t_0 is greater than the score t_s namely $3,72 > 2,75$. Dealing with calculation, it can be concluded that the hypothesis is accepted.

After calculating the data, the score experimental group is higher then control group, and from the calculation of t_0 3,72 and t_s 2,75, it means that t_s $(3,75 > 2,75)$, so, then was a significantly that contextual teaching and learning (CTL) effect on teaching personal references in descriptive text means that the hypothesis of the research is accepted.

CURRICULUM VITAE

Name   : **DIANA MARIATI HASIBUAN**

Registration Number   : 08. 340 0010

Place / date of birth   : Pasar Binanga, 02 th January 1990

Sex   : Famale

Address   : Pasar Binanga Kecamatan Barumun Tengah, Kabupaten

                         Padang Lawas

Father's name   : Abdul Gani Hasibuan

Mather's name   : Siti Mahajar Siregar

Education Background

Primary school   : at SDN 142886 (2002)

Junior high school   : at SMP Negeri 1 Barumun Tengah (2005)

Senior high school   : at SMA Negeri 1 Barumun Tengah (2008)

Institute   : at Education English Departement of Tarbiyah Faculty at

                         STAIN Padangsidimpuan (2013)

Appendix I

Lesson Plan (Experimental Class)

Nama Sekolah   **:** SMA Negeri 1 Barumun Tengah

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   **:** XI/ 2

Standard Kompetensi : Writing / Menulis

> ➤ Mengenal text descriptive dengan jelas
> ➤ Membaca text descriptive
> ➤ Menemukan personal references dalam descriptive text

Kompetensi Dasar   :

> ➤ Membaca text descriptive dengan mengoreksi text tersebut
> ➤ Memperoleh informasi yang spesifik dari sebuah text
> ➤ Mengetahui jenis-jenis personal references dalam descriptive text

Pertemuan ke   : 1 dan 2

Alokasi waktu   : 4 x 45 menit

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran siswa dapat:

   > ➤ Membaca text descriptive dengan jelas
   > ➤ Menjawab pertanyaan dari jenis-jenis personal references / essay berdasarkan text
   > ➤ Mengidentifikasi personal references dari sebuah text

2. **Materi Pembelajaran**

   > ➤ Memahami text descriptive dari sebuah text

Di sini siswa/i dapat memahami sebuah text descriptive adalah text yang menjelaskan tentang sesuatu/ gambaran text dalam bentuk simple/ sederhana yang dapat mengidentifikasi jenis personal references.

For Example:

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 60 kg.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the mosque, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

3. **Metode Pembelajaran**
   - Contextual Teaching and Learning (CTL)

4. **Langkah-langkah Kegiatan**
   A. Kegiatan pendahuluan
      - Salam pembuka
      - Behavior (absen, sapa ketua kelas)
      - Membuka pelajaran
      - Appersepsi
      - Motivasi
   B. Kegiatan inti
      - ❖ **Explorasi**

      Dalam kegiatan explorasi guru:
      - Dapat membacakan text di depan kelas

> ➢ Dapat menanyakan kepada siswa tentang text descriptive dan menentukan/menunjukkan personal references dalam text.

❖ **Elaborasi**

Dalam kegiatan elaborasi guru:

➢ Menjelaskan tentang sebuah text descriptive dari text sederhana

➢ Memberikan kesempatan untuk berfikir, menganalisis text sederhana atau tentang text.

❖ **Konfirmasi**

Dalam kegiatan konfirmasi guru:

➢ Memberi umpan balik positif dan penguatan dalam bentuk tulisan, dengan mengucapkan "appuluse"/hadiah atas keberhasilan belajar

➢ Membiarkan peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar.

➢ Memberi motivasi pada peserta didik yang kurang aktif.

C. **Kegiatan Penutup**

Dalam kegiatan penutup ini guru:

➢ Menanyakan kesulitan siswa selama kegiatan belajar.

➢ Menyimpulkan materi pembelajaran.

➢ Menugaskan siswa untuk mengerjakan soal yang diberikan selama proses belajar mengajar.

5. **Sumber Belajar**

English Competence : Yudistira

6. **Penilaian**

    a. Teknik   : tes tujuan

    b. Bentuk   : menjawab pertanyaan dan isian/ essay text

Padangsidimpuan,   Maret 2013
Mahasiswa STAIN

DIANA MARIATI HASIBUAN
NIM: 08 340 0010

Appendix II

Lesson Plan (Control Class)

Nama Sekolah   : SMA Negeri 1 Barumun Tengah

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/2

Standar Kompetensi   : Writing/ menulis

❖ Dapat menganalisis descriptive text tentang profesi yang sangat sederhana, pendek, akurat, lancar dan berterima dilingkungan masyarakat sekitar.

Kompetensi dasar   :

❖ dapat menganalisa descxriptive text tentang profesi

❖ dapat membacakan text descxriptive tentang profesi secara sederhana, akurat, lancar dan berterima di lingkungan masyarakat

Pertemuan ke   : 1 dan 2

Alokasi Waktu   : 4 x 45 menit

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran siswa dapat:

   a. Membacakan text descriptive dalam bentuk percakapan singkat

   b. Menjawab soal tentang descriptive text

   c. Mencari jenis-jenis personal referencesdari dalam derscriptive text

   ❖ **Karakter siswa yang diharapkan**

   ♦ Disiplin

   ♦ Rasa hormat dan perhatian

   ♦ Tanggung jawab dan perhatian

2. **Metode Pembelajaran**

Descriptive text

My Mother

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white stright hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have thought me to be kind person.

She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willings.

3. **Langkah –langkah Kegiatan**

   A. **Kegiatan Pendahuluan**

   - ♦ Appersepsi
   - ♦ Behavior
   - ♦ Motivasi

   B. **Kegiatan Inti**

   - ♦ Explorasi

     Dalam kegiatan explorasi guru:
     - ✓ Menyebutkan contoh personal references dari descriptive text
     - ✓ Menyuruh siswa untuk membacakan tentang descriptive text

   - ♦ Elaborasi
     - ✓ Menjelaskan materi yang akan diajarkan pada peserta didik
     - ✓ Memberikan contoh personal references dalam bentuk descriptive text

   - ♦ Konfirmasi
     - ✓ Memberikan penghargaan kepada siswa yang memiliki kinerja dan kerja sama yang baik
     - ✓ Peserta didik (dibimbing oleh guru) untuk membuat rangkuman
     - ✓ Guru memberi tugas rumah berupa latihan soal

C. Kegiatan Penutup

Dalam kegiatan penutup ini guru:

➢ Menanyakan kesulitan siswa selama kegiatan belajar.

➢ Menyimpulkan materi pembelajaran.

➢ Menugaskan siswa untuk mengerjakan soal yang diberikan selama proses belajar mengajar.

4. Sumber Belajar

English Competences: Yudistira

5. Penilaian

Indicator Pencapaian Kompetensi	Tekhnik penilaian	Bentuk instrument
❖ Read a personal references dalam descriptive text ❖ Menemukan paragraph descriptive text	Tes kinerja	Menemukan jenis-jenis personal references dalam descriptive text

a. Instrument Test/ latihan

b. Pedoman Penilaian

1. Teknik   : tes tujuan

2. Bentuk   : menjawab pertanyaan dan isian/ essay text

Padangsidimpuan,   Maret 2013
Mahasiswa STAIN

DIANA MARIATI HASIBUAN
NIM: 08 340 0010

Appendix. III

INSTRUMEN OF PRE-TEST

A.   Read the following text below and find the using underlined   personal references from the text.

How Could I Hide My Face

One afternoon a month ago, I was very hungry. As I didn't cook anything for lunch, I decided togo to a cafe about a hundred meters from my boarding house.

I changed my trousers and shirt then left for the cafe by myself because my roommate hadn't come yet from theschool. As soon as I got to the cafe, I ordered the meal with fresh vegetable soup that seemed very delicious in the hot day, and also a glass of iced tea.

When they were served, i eagerly ate up the meal and soup and drank the tea. I was satisfied and it was the time to pay. I grabbed my trousers' pocket and I was shocked. My hand didn't feel any wallet there. I felt so embarrassed that I didn't dare to see the faces of the customers. My body stayed still on the chair and began sweating.

Itired to control myself in front of the people. I collected my courage to come to the cashier to say something. Feeling uneasy, I told her that I left my waalet in the other trousers at the boarding house and promised to take it and come back soon. Some costumers looked at me. I thought i must hide my face. She nodded and said itu was not a matter. Finally, I ran to the house and got back with the money. I gave it to her and come out of the cafe.

Continiue from text A

Mission Anaconda

The britist agent, Paul McCann, come back from his last mission in tibet and have been meeting his boss, Q in office. She was giving him his next mission: to find some secret plans for a military base on the moon before the anaconda goverment get them.

Appendix. IV

Instrument of Pos-Test

B.   Read the following text below and find personal references from the text

My Sweet Room

My name is Najwa. This Is my room, a place in which I always want to be. My room is located in the middle of my house. It is between my parents' room and the dining room. I have been there since I was in elementary school.

My room is not big. It is only 3 x 3 meters. The wall is painted light green. It makes me peaceful. My room has two big windows facing the left side of my house, where a garden is located.

There are many things in my room. You can find a bed and an old desk in the middle of the room. There is also a small plastic wardrobe in the right corner. You can also find a shining mirror and of course a funny and cute picture of mine. They are on the wall. In the left corner, I put a big vase full of roses. I plant them my self reflex they make my room fresh and fragrant. Thet is why I really like to be there, my sweet room.

Continiue from text B

My Best Friend

Prabu is my class mate. He is so handsome and cute. He has short wavy but rather blonde hair. Which is always combed neatly. His skin is white. He has bluish back eyes with thick eyebrow and outstanding eyelashes. His round face make his more impressive. Although Prabu is not so tall, he has a well-built body. People frequently think he is a European or American offspring, but he is actually a sundanese genuine. He looks more handsome when is smilling.

Prabu is a pleasing peer. I am happy to spend my time with him. He is always available to help his friends who are in trouble. He is never angry with any friends who try to annoy him. Because he is so smart, most of his classmates seek him to explain any difficulties school subject. I am proud of having such best friend.

APPENDIX.V

<div align="center">

PRE-TEST VALIDITY

</div>

FOR ITEM 1

$\sum x = 517$ $\sum xy = 14082$

$\sum y = 540$ $\left(\sum y\right)^2 = 14690$

$\sum x^2 = 13515$ **N= 20**

By using the formula of Pearson r, so :

$$r_{xy} = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N\sum x^2 - \left(\sum x\right)^2\right\}\left\{N\sum y^2 - \left(\sum y\right)^2\right\}}}$$

$$r_{xy} = \frac{281640 - 279180}{\sqrt{\{20.13515 - (517)\}\{(20.14690) - (540)\}}}$$

$$r_{xy} = \frac{281640 - 279180}{\sqrt{\{(270300) - (267289)\}\{(293800) - (291600)\}}}$$

$$r_{xy} = \frac{2460}{\sqrt{(3011)(2200)}}$$

$$r_{xy} = \frac{2460}{\sqrt{6624200}}$$

$$r_{xy} = \frac{2460}{2573.752125}$$

$r_{xy} = 0{,}955803788$

$rxy = 0{,}955$

So that, $r_{count} = 0{,}955$ $n = 20$ $\alpha = 0{,}05$ $r_{tabel} = 0{,}444$.

The test is valid if r count > r table. Based on calculation above, the item one is valid.

POST-TEST VALIDITY

FOR ITEM 2

$$\sum x = 521 \qquad\qquad \sum xy = 15250$$

$$\sum y = 578 \qquad\qquad \left(\sum y\right)^2 = 16898$$

$$\sum x^2 = 13779 \qquad\qquad \textbf{N} = 20$$

By using the formula of Pearson r, so :

$$r_{xy} = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N\sum x^2 - \left(\sum x\right)^2\right\}\left\{N\sum y^2 - \left(\sum y\right)^2\right\}}}$$

$$r_{xy} = \frac{20.15250 - (521)(578)}{\sqrt{\left\{20.13779 - (521)\right\}\left\{(20.16898) - (578)\right\}}}$$

$$r_{xy} = \frac{305000 - 301138}{\sqrt{\left\{(275580) - (271441)\right\}\left\{(337960) - (334084)\right\}}}$$

$$r_{xy} = \frac{3862}{\sqrt{(4139)(3876)}}$$

$$r_{xy} = \frac{3862}{\sqrt{16042764}}$$

$$r_{xy} = \frac{3862}{4005.341933}$$

$$r_{xy} = 0,96421231$$
$$rxy = 0,964$$

So that, $r_{count} = 0,964 \qquad n = 20 \qquad \alpha = 0,05 \qquad r_{tabel} = 0,444.$

The test is valid if r count > r table. Based on calculation above, the item two is valid.

APPENDIX.VI

Table 1 The score Test Pre-Test and Post-Test Control class Validity

No	Pre-test X	Post-test Y	XY	x^2	y^2
1	21	24	504	441	576
2	22	24	528	484	576
3	22	24	528	484	576
4	23	25	575	529	625
5	24	25	600	576	625
6	24	25	600	576	625
7	24	26	624	576	676
8	24	26	624	576	676
9	25	26	650	625	676
10	26	26	676	676	676
11	26	26	676	676	676
12	26	27	702	676	729
13	27	27	729	729	729
14	28	28	784	784	784
15	28	29	812	784	841
16	29	30	870	841	900
17	29	30	870	841	900
18	29	30	870	841	900
19	30	30	900	900	900
20	30	32	960	900	1024
N=20	$\sum X$ 517	$\sum y$ 540	$\sum XY$ 14082	$\sum X^2$ 13515	$\sum Y^2$ 14690

APPENDIX .VII

Table 2The score test Pre-Test and Post-Test Experimental Validity

N0	Pre-Test X	Post-Test Y	xy	x^2	y^2
1	21	24	504	441	576
2	21	24	504	441	576
3	22	25	550	484	625
4	22	26	572	484	676
5	24	26	624	576	676
6	24	26	624	576	676
7	24	27	648	576	729
8	23	28	644	529	784
9	26	29	754	676	841
10	26	29	754	676	841
11	26	29	754	676	841
12	27	30	810	729	900
13	28	30	840	784	900
14	28	30	840	784	900
15	29	30	870	841	900
16	29	32	928	841	1024
17	29	32	928	841	1024
18	30	32	960	900	1024
19	30	33	990	900	1089
20	32	36	1152	1024	1296
N=20	$\sum X$ 521	$\sum Y$ 578	$\sum XY$ 15250	$\sum X^2$ 13779	$\sum Y^2$ 16898

Appendix . VIII

1. Pre-test Reliability
   To get reliability of the test, the writer uses formula kr-20:

   $$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{vt - \sum pq}{vt}\right)$$

   From the table k   = 20

   $$\sum x = 517$$
   $$\sum y = 13515$$
   $$\sum pq = 7{,}36$$

   So,

   $$Vt = \frac{\sum x^2 - \left(\frac{\sum x}{N}\right)^2}{N}$$

   $$= \frac{13515 - \left(\frac{517}{20}\right)^2}{20}$$

   $$= \frac{13515 - 13364{,}45}{20}$$

   $$= \frac{150{,}55}{20}$$

   $$= 75{,}275$$

   So that,

   $$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{vt - \sum pq}{vt}\right)$$

   $$= \left(\frac{20}{20-1}\right)\left(\frac{75275 - 736}{75275}\right)$$

   $$= (1{,}052)\,(0{,}199)$$

   $$= 1{,}04148$$

   $$= 1{,}04$$

   r_{count} = 1,04 , α = 0,05, n = 20 and table = 0,444

   test is reliable if $r_{count} > r_{tabel}$.

   Based on calculation above the test have high reliable

2. Post test Reliability

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{vt - \sum pq}{vt}\right)$$

From the table k   = 20

$$\sum x = 521$$
$$\sum y = 13779$$
$$\sum pq = 5{,}602$$

So,

$$Vt = \frac{\sum x^2 - \left(\frac{\sum x}{N}\right)^2}{N}$$

$$= \frac{13779 - \left(\frac{521}{20}\right)^2}{20}$$

$$= \frac{13779 - 271441}{20}$$

$$= \frac{206{,}95}{20}$$

$$= 1034{,}75$$

So that,

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{vt - \sum pq}{vt}\right)$$

$$= \left(\frac{20}{20-1}\right)\left(\frac{1034{,}75 - 7{,}36}{1034{,}75}\right)$$

$$= (1{,}052)\,(0{,}99)$$

$$= 1{,}04148$$

$$= 1{,}041$$

$r_{count} = 1{,}04$, $\alpha = 0{,}05$, n = 20 and $r_{table} = 0{,}444$

test is reliable if $r_{count} > r_{tabel}$.

 Based on calculation above, the test have high reliable

Appendix.XI

Answer key of Pre-Test

Subject

1. I	12. I
2. I	13. I
3. I	14.I
4. I	15. I
5. I	16. I
6. I	17. I
7. They	18. I
8. I	19. I
9. I	20. I
10. I	21.I
11. I	22.She

Object
  23. Her
  24. Her
  25. Me
  26. Him
  27. Them

Possessive Adjective
  28. My
  29. My
  30. My
  31. My
  32. My
  33. My
  34. My
  35. My
Possessive Pronoun
  36. His
  37.His
  38.His
Reflexive
  39. Myself
  40. Myself

Appendix.XII

<div align="center">

Answer key of Post-Test

</div>

Subject

1.	I	10.	He
2.	I	11.	He
3.	I	12.	He
4.	I	13.	He
5.	I	14.	He
6.	They	15.	He
7.	I	16.	I
8.	I	17.	He
9.	He	18.	I

Object

19. Me
20. It
21. You
22. Them
23. You
24. Him
25. Him
26. Him

Possessive Adjective

27. My
28. My
0. My
31. My
32 My
33. My
34 My
35. My
36. My
37. His
38. His

Possessive Pronoun

39. Mine

Reflexive

40. Myself

APPENDIX. VXIII

THE PRE-TEST CONTROL CLASS

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

53	55	55
57	60	60
60	60	62
65	65	65
68	70	70
72	73	73
75	75	

2. High score = 75
3. Low score = 53
4. Range = high score – low score = 75 – 53 = 22
5. The total of classes (BK) = 1 + 3,3 log n

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 (1,301)$$

$$= 1 + 4,2933$$

$$= 5,2933 = 5$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{22}{5} = 4,4 = 4$$

7. Mean Score (x) $= \dfrac{\sum fixi}{fi}$

Interval	Fi	Xi	Fixi
53 – 57	4	55	220
58 – 62	5	62	310
63 – 67	3	65	195
68 – 72	4	70	280
73– 77	4	75	300
i = 4	20	327	1305

$$x = \frac{\sum fixi}{\sum fi} = \frac{1305}{20}$$

$$= 65,25$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}20 = 10$$

$$b = \frac{65 + 65}{2} = 65$$

$$p = 3$$

$$F = 5+4= 9$$

$$f = 5$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 65+ 3 \left(\frac{10 - 9}{5} \right)$$

$$= 65+3 \left(0,2\right)$$

$$= 65+0,6$$

$$Me = 65,4$$

Modus = 60

THE POST-TEST CONTROL CLASS

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

60	60	60
62	62	62
65	65	65
65	65	67
67	70	73
75	75	75
75	80	

2. High score = 80

3. Low score = 60

4. Range = high score – low score = 80–60 = 20

5. The total of classes (BK)   = 1 + 3,3 log n

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 (1,301)$$

$$= 1 + 4,2933$$

$$= 5,2933 = 5$$

6. Interval (i)

$$i \quad = \frac{R}{BK} = \frac{20}{5} = 4$$

7. Mean Score (x) $= \dfrac{\sum fixi}{fi}$

Interval	Fi	Xi	Fixi
60 – 64	6	62	372
65 – 69	7	67	469
70 – 74	2	72	144
75 – 79	4	77	308
80 – 84		82	82
i = 4	20	360	1375

$$x = \frac{\sum fixi}{\sum fi} = \frac{1375}{20}$$

$$= 68,75$$

8. Median

$$Me \quad = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

Me $\quad = \dfrac{1}{2}n = \dfrac{1}{2}20 = 10$

b $\quad = \dfrac{65+65}{2} = 65$

p $\quad = 2$

F $\quad = 7 + 6 = 13$

f $\quad = 7$

Me $\quad = b + p\left(\dfrac{\frac{1}{2}n - F}{f}\right)$

$\quad\quad = 65 + 7\left(\dfrac{10-13}{7}\right)$

$\quad\quad = 65 + 7\left(-0,43\right)$

$\quad\quad = 65 - 3,01$

Me $\quad = 62,1$

Modus $= 65$

APPENDIX.XIV

THE PRE-TEST EXPERIMENTAL CLASS

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

53	53	55
55	60	60
60	63	65
65	65	67
70	70	72
73	73	75
75	80	

2. High score = 77
3. Low score = 53
4. Range = high score – low score = 80 – 53 = 27
5. The total of classes (BK) = 1 + 3,3 log n

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 (1,301)$$

$$= 1 + 4,2933$$

$$= 5,2933 = 5$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{27}{5} = 5,4 = 5$$

7. Mean Score (x) = $\dfrac{\sum fixi}{fi}$

Interval	Fi	Xi	Fixi
53 – 58	4	55,5	222
59 – 64	4	61,5	246
65 – 70	6	67,5	405
71 – 76	5	73,5	367,5
77 – 82	1	79,5	79,5
i = 5	20	337,5	1320

$$x = \frac{\sum fixi}{\sum fi} = \frac{1320}{20}$$
$$= 66$$

8. Median

$$Me = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}20 = 10$$

$$b = \frac{65 + 65}{2} = 65$$

p = 6
F = 6 + 4 + 4 = 14
f = 6

$$Me = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

$$= 65 + 6\left(\frac{10 - 14}{6}\right)$$

$$= 65 + 6(-0,6)$$

$$= 65 - 3,6$$

Me = 61,4
Modus = 65

THE POST-TEST EXPERIMENTAL CLASS

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

60	60	63
65	65	65
67	70	72
72	73	75
75	75	75
80	80	80
83	90	

2. High score =90

3. Low score = 60

4. Range = high score – low score = 90–60 = 15

5. The total of classes (BK) = 1 + 3,3 log n

         = 1 + 3,3 log (20)

         = 1 + 3,3 (1,301)

         = 1 + 4,2933

         = 5,2933 = 5

6. Interval (i)

$$i = \frac{R}{BK} = \frac{30}{5} = 6$$

7. Mean Score (x) = $\dfrac{\sum fixi}{fi}$

Interval	Fi	Xi	Fixi
60 – 66	6	63	378
67 – 73	5	70	350
74 – 80	7	77	539
81 – 87	1	84	84
88 – 94	1	91	91
i = 6	20	385	1442

$$x = \frac{\sum fixi}{\sum fi} = \frac{1442}{20}$$

$$= 72{,}1$$

9. Median

$\text{Me} = b + p\left(\dfrac{\frac{1}{2}n - F}{f}\right)$

$\text{Me} = \dfrac{1}{2}n = \dfrac{1}{2}20 = 10$

$b = \dfrac{72 + 73}{2} = 72{,}5$

$p = 7$

$F = 7 + 5 + = 12$

$f = 7$

$\text{Me} = b + p\left(\dfrac{\frac{1}{2}n - F}{f}\right)$

$= 72{,}5 + 7\left(\dfrac{10 - 12}{7}\right)$

$$= 72{,}5 + 7\left(-0{,}28\right)$$

$$= 72{,}5 - 1{,}96$$

Me $= 70{,}54$

modus $= 75$

APPENDIX.XV

Table 3

The Score Pre-Test and Post- Test of Control Class

Number of student (n)	Pre- test	Post- test	Y_1	Y_1^2
(1)	(2)	(3)	(4)	(5)
1	60	65	5	25
2	70	75	5	25
3	55	65	10	100
4	65	70	5	25
5	80	90	10	100
6	53	60	7	49
7	65	72	7	49
8	72	83	8	64
9	53	60	7	49
10	70	75	5	25
11	73	80	7	49
12	55	63	8	64
13	60	75	10	100
14	65	72	7	49
15	63	65	2	4
16	73	75	2	4
17	60	67	7	49
18	75	83	8	64
19	75	80	5	25
20	67	73	6	36
Total	1309	1445	134	955

APPENDIX. XVI

Table 4

The Score Pre-Test and Post- Test of Experimental Class

Number of student (n)	Pre- test	Post- test	Y_1	Y_1^2
(1)	(2)	(3)	(4)	(5)
1	70	75	5	25
2	62	65	3	9
3	75	80	5	25
4	60	62	2	4
5	65	67	2	4
6	55	60	5	25
7	53	62	9	81
8	72	75	3	9
9	65	62	-3	-9
10	60	65	5	25
11	73	75	2	4
12	68	60	-8	-64
13	70	73	3	9
14	75	62	2	4
15	60	65	-10	-100
16	57	70	13	169
17	65	67	2	4
18	55	62	7	49
19	73	75	2	4

20	60	65	5	25
Total	1293	1347	54	254

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an International language has been used as a mean of communication all of over the world. English is very important to be studied, but we realize that is not easy. We have to learn seriously. especially, if we don't know yet something we have to ask a cleverer person than us.

English is very important for us, especially speaking. By speaking English, we are able to communication to international community in globalization era, we also make good relation with another country, and remember that good communication will make a good relation. We must communicate well by using English in this era.

In the koran there are verses about the language of the days. This in accordance with the word of Allah SWT surah ar-Ruum: 22,

$$\text{وَمِنْ ءَايَٰتِهِۦ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَٰتٍ لِّلْعَٰلِمِينَ ﴿٢٢﴾}$$

Artinya: dan di antara tanda-tanda kekuasaan-Nya ialah menciptakan langit dan bumi dan berlain-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikan itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui. (and among the signs of his power is the

creation of the heavens and the earth and divergent different languages and color of your skin. Verily in this is truly there are signs for people who know).[1]

This verse explains that there are signs of his power who created the heavens and the earth an the different languages, the color of your skin really are signs for those who know. As a proof of love for Allah then follow the holy prophet to carry out the dictates of Allah through his messenger. If that is done then this thing has been in and grabbed the gate of god's love.

Indonesia is one of the nations that takes a part in the world society. Therefore, Indonesian people have to prepare themselves to face any world problem. One of many solutions they can take is ruling English as a subject in the schools since the elementary school, junior high school, senior high school until university. However, it has been already done indeed but it is still far from what we expected, such as mastery English text, aspacially description text, it is very important in daily activity to communicate with others.

Reference is a relation between object in which one object designates, or acts as a means by which to connect to or link to, another object in semantics reference is generally construed as the relationships between nouns or pronouns and object that are name by them, example: John buys a book and save it. And then, personal reference is reference by means of function in the speech

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[1]Q.S. Ar-Ruum: 22. *Depag RI. Al-Qur'an dan Terjemahannya*, (Surabaya: Mahkota, 2002), p.573.

situation, through the category of person. Than, personal reference intricately consist of first, second and third person perfecting with the number categories of singular and plural, possessive adjective and possessive pronoun.

There are various definition of descriptive text. Many specialists define that descriptive is writing that enables you to recreate your experiences vividly and share them with others.[2] Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Therefore, descriptive text aims to describe someone, something, somewhere, an animal.[3] And then, descriptive text is to highlight one person / thing / place / animal in particular. Descriptive text is offering a wealth of information about people / things / places / animals clearly specified, [are] a detailed, [often] can be visualized.[4]

Generally, description text has structures, they are : Identification, Description. Description text often uses specific linguistic elements, among others, such as noun, simple present tense, detailed noun phrase, relational process, and figurative language.

The students at the eleventh grade of SMA Negeri 1 Barumun Tengah get difficulties to master descriptive text. It is known after the researcher has

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[2]Prentice Hall, *Writing and Grammar Communication in Action Platinum Level* (Upper Saddle River: New Jersey, 2001), p. 101.
    [3]Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman* (Bandung: CV. Yrama Widya, 2007), p. 24
    [4]*Ibid*, p. 24

done observation directly to the students by giving them a test to describe their school. There are some lacks of it. They don't know the way to describe from the general to the specific point of their school. So, it must be problem.

After getting the problem, the researcher have asked the people around such as teachers in teaching such as the methods they have applied, and the students situation. But all reasons point to the teaching method. Thus, I want to do a research to apply CTL in teaching descriptive text.

CTL is a learning approach that emphasizes the process of students engagements full, to find material that is learned and relates it to real life situations that encourages students to be able to apply in their lives. About the concept, that will be detailed below.

The first, Contextual Teaching and Learning or CTL emphasizes to the students' engagements process to find the material, meaning that procedural learning is indirectly on experience.

The second, Contextual Teaching and Learning or CTL encourages students to discover the relationship of matter that are studied in the real life situations, which means that students are required to be able to cupture the relationship between learning experiences in school to the real life. It is very important, because the material can find collection in the real life, not for the students the material that will be functionally significant, but the learning

material will be embedded firmly in the memory of students, so it will not be easily forgotten.[5]

Based on the explanation above, the writer is interested in conducting the research about "THE EFFECT OF CTL ON TEACHING PERSONAL REFERENCES IN DESCRIPTIVE TEXT AT GRADE XI STUDENTS OF SMA NEGERI 1 BARUMUN TENGAH ".

B. Identification of the Problem

Based on the researchers' observation for students at grade XI SMA Negeri 1 Barumun Tengah, the writer have found ad that students got difficulties in descriptive text, thus they were not interested in learning it. They regarded descriptive text as a difficult lesson because they did not know the words or grammar, and the procedures they needed to describe.

Then, it was also found that the students were taught the descriptive text through monotonous way. They did not know function of contextual teaching and learning or CTL on teaching personal references.

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[5]Wina Sanjaya *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi* (Jakarta: Kencana, 2005), p. 109-110.

C. Limitation of the Problem

Based on above identification of the problem, the writer limits the problem of the CTL on teaching personal references in descriptive text at grade XL students of SMA Negeri 1 Barumun Tengah.

D. Formulation of The Problem

To make the problem clearer in this research, the writer formulates it was follows: "How are influences from both processes of CTL on Teaching Personal Reference in SMA Negeri 1 Barumun Tengah?"

E. The Aim of The Research

The aim of the research is: "To know influences from both processes of CTL on Teaching Personal Reference in SMA Negeri 1 Barumun Tengah".

F. The Significant of the Research

The significances of the research are:

1. To researcher, to teach the first degree of strata of state college for Islamic studies (STAIN) Padangsidimpuan.

2. To headmaster, to give motivation in English teacher so the teachers will professional teachers.

3. English teachers, to develop the teaching English especially in teaching descriptive text.

4. Students and readers, to know the way to learn CTL and also will develop their ability in descriptive text.

5. The researcher, who wants to do research same in problem will be as information or reference.

G. Definition of Operational Variables.

To avoid ambiguity, the writer states some important terms as follows:

1. Effect is a change produced by an action or cause.

2. CTL is a learning approach that emphasizes the process of students engagement in full to be able to find material that is learned and relate it to real life situations to be able to apply it in their lives.

3. Descriptive is to describe someone, something, somewhere, an animal. While Sukardi said that, the research is descriptive research methods that seek to describe and interpret the objects according to what it is. Then, is generally performed with the aim, which systematically describes the facts and characteristics of the object or subject is properly investigated.[6]

4. Teaching is seen as an activity one tries to help and to lead someone in getting, changing or developing skills, attitude, ideas, appreciation and knowledge.

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[6]Sukardi, Metodologi *Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: PT. Bumi Aksara, 2003), p. 157.

5. Personal reference is reference by means of communication on speech situation though the categories person (first, second, third person) with number categories is of personal pronoun, possessive pronoun, possessive adjective and reflexive empathies words instead of a noun equivalent.[7]

H. The Outline of Script

The systematic of the research is divided into five chapters each chapter consist of many sub chapters, and they are drawn as follow:

1. The first chapter consist of background of the problem, identification of the problem, limitation of the problem, the aim of the research, the significances of the research, definition of operational variables, and the outline of thesis.

2. The second chapter consist of theoretical descriptions, reference, language teaching, descriptive text, contextual teaching and learning, review of related finding, conceptual framework and the hypothesis.

3. The three chapter consist of research design, place and time of research, population and sample, Instrument of data collection, prosedure of research, data collection, result of validity and reliability test, the tecniques for data analisys.

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[7]D. Alam Cruse, *Meaning in Language* (New York: Oxford University Press, 2000), p. 551

4. The fourth chapter related to the research and data analysis. The results are the answers to the research problems that have been formulated previously.

5. The fifth chapter consists of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Personal Reference

1. Definition of Reference

Reference is the words that refer to someone or something found in sentences, paragraphs and text. Yule states "reference, as an act in which a speaker or writes uses linguistic from an able a listener or reader to identify something.[1]

Linda Gerot and Peter says "Reference comes from the word "relate". Reference refers to systems which introduce and track the identity of participants trough text. It is related to textual meaning and thus to mode. We find very different patterns between spoken and written texts and these differences are accentuated the more "written" the text is".[2]

Reference is a relation between object in which one object designates, or acts as a means by which to connect to or link to, another object in semantics reference is generally construed as the relationships between nouns or pronouns and object that are name by them, example: John buys a book and save it. Hence, the word "John" refers to John, the word "it" refers to some previously specified object. The object referred to is called "the referent" of the word.

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[1] George Yule, *Pragmatics* (New York: Oxford University Press, 1996), p. 17.
[2] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia 1994), p. 170.

Sometimes the word object relation is called "denotation" the word denotes the object. The converse relation, the relation from the object to word, is called "exemplification" the object exemplifies what the word denotes in syntactic analysis, if a word refers to a previous word, the previous word is called the antecedent.[3]

Example: some students read slowly buy don't know that <u>they do</u>, other read slowly. <u>Their</u> reading problems are same.

"They" refers to <u>some students</u>. Instead of repeating the word of <u>some students</u>. We use reference "they" to refer to that phrase. "do" refers to Read slowly. What do some students do? They read slowly. So that "do" refer to read slowly, and "their" refers to some students, and others, the phrase/word "some students and others" explain the word "their".

2. Personal References

Personal reference is reference by means of communication on speech situation though the categories person (first, second, third person) with number categories is of personal pronoun, possessive pronoun, possessive adjective and reflexive empathies words instead of a noun equivalent.[4] Person references are used as subject possessive referring possessive to people or thing. From this statement, we can see personal reference has something to do with personal.

[3]D. Alam Cruse, *Meaning in Language* (New York: Oxford University Press, 2000), p. 303.
[4]*Ibid.,* p. 551.

Personal reference is participants previously presented or to anticipate the following participant.

For example: *My mother* buys a book and then *she* gives it to me.

It can be stated that the personal reference of the above sentence is *she* (from my Mother) and *it* (from a book).

The personal references are can be seen as table below

Table I . Personal Reference

	Suject	**Object**	**Poss Adjective**	**Poss Pronoun**	**Reflexive**
Singular	I	Me	My	Mine	myself
	You	You	Your	Yours	Yourself
	He	Him	His	His	Himself
	She	Her	Her	Hers	Herself
	It	It	Its		Itself
Plural	We	Us	Ours	Ours	Ourself
	They	Them	Their	Theirs	Themself[5]

Based on the table above can be explained the personal reference mainly based on the semantic category grammatical function and the class. The words I, me, you, we, us, he, him, she, her, they, it, and one belong to existential base on the semantic category, for grammatical function, they are as head and the last is that they belong to noun and pronoun class. Meanwhile mine, my, your, yours, our, ours, his, her, theirs, its as the head and the others are as modifier.

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[5]Marcella Frank, *Modern English a Practical Reference Guide* (New York University: Prentice, Hall, 1972), p. 29.

a) Personal Pronoun

Personal pronouns are words that are used to replace a person or thing.[6] Wren and Martin states personal pronoun is a word used instead of a noun.[7] Further, Marjolijn Verspoor and Kim Sauter states personal pronouns are always independent and refer to people or things. Such as: I/ Me, you, he/ him, she/ her, it, we/us, and they/ them.[8]

So, based on definitions above the writer concludes that personal pronoun is a word used instead people or thing in sentence. Look at the following sentence!

(1) *I* am young

(2) *You* are beautiful

(3) *She* is clever

(4) *He* is smart

(5) *We* are diligent

(6) *They* are young

(7) *It* is beautiful

I, we, you, they, she, he, it are called personal pronouns because they stand for the three persons:

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[6]Slamet Riyanto, *A Handbook of English Grammar* (Yogyakarta: Pustaka Pelajar, 2007), p. 16.

[7]Wren and Martin, *High School English Grammar and Composition* (N.D.V: Prasada Rao, 1990), p. 36.

[8]Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis* (Amsterdam: Jhon Benjamins, 2000), p. 96.

a. The person speaking

b. The person spoken to

c. The person spoken of

The pronouns I and we who denote the person or persons speaking are said to be personal pronouns of the first person. The pronouns you which denote the person or person spoken to are said to be personal pronouns of the second person. You are now used both in the singular and plural. The pronouns he, she, and they which denote the person spoken of, are said to be person it also called personal pronoun if the third person.[9]

b) Subjective

Noun or phrase which comes before a verb and which performs the action of the verb or is described by it.[10] Further, Jayanthi Dakshina Murthy states the name of the person or thing we speak about is called the subject. The subject in a sentence may consist of one word or several words but the subject must have a noun or a pronoun.[11]

Examples:

(1) *I* am going to the campus

(2) *You* go to the Market

(3) *We* study together

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[9]Wren and Martin, *Op.Cit.,* p. 42.

[10] Hornby, *Op.Cit.,* p. 431.

[11] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p. 240-241.

(4) *They* come to my house

(5) *She* buys a book

(6) *He* eats in the kitchen

(7) *It* is fire

c) Objective

Jayanthy Dakshina Murthy states object is a word or a group of words which is used after a transitive verb.[12] Pronoun object appear after verb or after preposition, the objectives form of English pronouns are me, her, him, it, us, you, them.[13]

Examples:

(1) My father gives money to *me*

(2) Ahmad told *her* a story

(3) I love *him*

(4) I tak

d) Possessive Adjective

Possessive adjectives sometimes called pronominal adjectives, as they are formed from pronouns.[14] Further, Slamet Riyanto says possessive adjectives are words that are used to express possessions. They can not stand

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[12]*Ibid.,* p. 243.
[13]Wren and Martin, *Op. Cit,* p. 37.
[14]R. W. Zandvoort, *A Handbook of English Grammar* (Singapore, Singapore Offset Printing Co, 1957), p. 138.

alone, but they are followed by a noun.[15] The possessives adjectives are: my, her, his, your, their, its, our.

Example:

(1) The book on the table is *my* book

(2) It is *her* book

(3) Abdullah is *his* father

(4) STAIN padangsidimpuan is *our* campus

(5) It is *your* book

(6) It is *their* room

e) Possessive Pronoun

Possessive pronouns are words that are used to express possession. They can stand alone. They are not followed by a noun.[16] Another set of possessive pronouns consist of the form mine, yours, his, hers, ours, theirs.[17] They are known as independent possessive. Possessive pronouns are related to personal pronoun and express ownership there are dependent and independent ones. The dependent ones are my, your, his, its, her, our, their. They function as determiner and tell "whom" or "what" something belongs to. The independent ones are mine, yours, his, hers, its, ours, theirs.[18]

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[15]Slamet Riyanto, *Op. Cit.,* p. 19.
[16]*Ibid.,* p. 22.
[17]*Ibid.,* p. 139.
[18]Marjolijn Verspoor and Kim Sauter, *Loc. Cit.*

Example:

(1) It is *mine*

(2) The book is *yours*

(3) The ball is *his*

(4) The flowers is *hers*

(5) (5) The bags are *ours*

(6) The garden is *theirs*

(7) The food is *its*

f) Reflexive Pronoun

Reflexive pronouns are words that are used to express something that has reciprocal relation.[19] The reflexive pronouns is combination of self with one of the personal pronouns or with the impersonal pronouns one.[20] The reflexive pronoun generally refers to an animate being, usually a person. The most common use of the reflexive pronouns it is as an object that "reflects back" to the subject. In other words it has the same identity as the subject.

The reflexive pronoun such as; my self, herself, himself, itself, ourselves, yourselves, them selves. Reflexive pronouns are words like myself, him self, and so on and consist of a personal or possessive pronoun followed by self or selves. They are always used independently. They may be used as object to

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[19]Slamet Riyanto, *Op. Cit.* p. 25.
[20]Wren and Martin, *Op., Cit,* p. 42.

refer back to another noun or pronoun in the sentence, or they may be used to emphasize part of a subject or object.[21]

Example:

(1) I will do it *my self*

(2) She hurt *herself*

(3) He hurt *himself*

(4) We will see to it *ourselves*

(5) You must award *your selves*

(6) They must love *them selves*

B. Language Teaching

The history of language teaching presented in this book has been mostly adapted from Mackey (1975) and Richards and Rodgers (2986 and 2001). The development is presented chronologically so that the history of language teaching can be easily traced back from the past. Some ways of teaching foreign languages adapted from the book are not necessarily methods, they may be simply collections of some lessons of teaching experiences. Therefore, the presentation of the history of language teaching in this does not imply the development of teaching methods.[22] The emphasis of language teaching changed

[21]Marjolijn Verspoor and Kim Sauter, *Op. Cit.,* p. 98.
[22] Bambang Setiayadi, *Teaching English As A Foreign Language* (Yogyakarta: Graha Ilmu. 2006), p.1

by the time. He proposed a new approach to language teaching by using the spoken language as a starting point and providing descriptive phonetics. In his approach new materials were taught gestures and pictures and through the use of words already known.[23]

Teaching is seen as an activity one tries to help and to lead someone in getting, changing or developing skills, attitude, ideas, appreciation and knowledge. It supported that teaching is to give instruction to somebody, or cause somebody to know or be able to do something, give to somebody knowledge, skill and give lessons at school. Moreover, teaching itself as defined in terms of educational objectives is the process of delivering material from teachers to students, and as a result, there will be a changing habit in the students, behavior.

State that the uniqueness of the second language teaching classroom is that language is involved in two different ways. First of all the organization and control of the classroom take place through language. Secondly language is the actual subject matter that is being taught.

According to Tom Hutchinson and Alan Waters says" Although language teaching has a long history stretching back to ancient times. Languages were described in this way because the classical languages were case-based language

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[23]*Ibid*, p. 4

where the grammatical function of each word in the sentence was made apparent by the use of appropriate inflection".[24]

Sumarni Thesis " Language teaching involves at least three discipline. They are linguistic, psychology and education knowledge. And then, the uniqueness of the second language teaching classroom is that language involved into different ways. First of all the organization and control of the classroom take place through language. Secondly language is the actual subject matter that is being taught".

A school subject like physic does not turn the academic subject back on itself. Physic is not taught through physic in the same way that language is taught through language. The students and teacher are interacting through language in the classroom using the strategies and moves that form part of the normal classroom behavior. But at the same time the second language strategies moves at the behavior is aiming at, the objective of the teaching. One overall lesson is that there no such thing as the classroom. Classroom vary in many ways. Some students have been hypnotized, some have studied in their sleep, some have the world of meaning reduced to a set of colored sticks, some have sat in groups bared their souls, other have sat in language laboratories repeating after the tape. The classroom is variable, not a constant. Teacher can adapt it in whatever way suits their students. Nor should we forget that instruction does not

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[24]Tom Hutchinson and Alan Waters, *English for Specific Purpose A Learning-Centred Approach* (London: Cambridge University Press, 1981), p. 24.

only take place in classrooms. The self-motivated autonomous students can learn as efficiently as any taught in a class.

C. Descriptive Text

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. Description is a text containing two components i.e., identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic.

The identification is to identify the object to describe. The Description describes parts, qualities, and characteristics of the parts of the object.

1. Text function

   To describe a particular person, place or thing

2. Text Structure

   a. Identification: Identifies phenomenon to be described

   b. Description: Describes parts, qualities, characteristics

3. Dominant Grammatical Aspects

   a. Focus on specific participants

   b. Use of attributive and identifying processes

   c. Frequent use of epithets and classifiers in nominal groups

d. Use of simple present tense.[25]

Descriptive text aims to describe someone, something, somewhere, an animal. Descriptive text to highlight one person / thing / place / animal in particular. Descriptive text offering a wealth of information about people / things / places / animals clearly specified, [often] a detailed, [acapkali] can be visualized.

1. Generally have a text description of the structure.

   a. Identification is the introduction of a subject or thing that will be described.

   b. Description is subject to characters information subject such as psychological appearance, fitur distinctive features, quality, and so forth.

2. Text description often use specific linguistic elements, among others.

   a. Specific noun, such as father, school, my dog, etc.

   b. Simple present tense.

   c. Detailed noun phrase, Perian is a noun adjective, for example:

       an intelligent tall students

           perian   noun

   d. a big large beautiful wooden house

              perian   noun

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[25] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89

e. Various types of adjective that is describing, numbering, classifying; for example

three tall buildings.

Sharp white fang.

f. Relational process, use to verb and to describe the state of participant, and or implies ownership.

Example: - My car has four doors.

- My father is really handsome.

g. Figurative language, such as personification, exaggeration, smile and metaphor.

Example: - My throat is as dry as a dessert.

- Her skin is white as cloud, and smooth as water.

3. Example of descriptive text:

<div align="center">My Toy</div>

I have a toy. It is a doll, a bear doll, and I cal it Teddy.

Teddy Bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I was it at the laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in may bed. Teddy is really a nice, adorable, and charming toy. I love my Teddy Bear very much.[26]

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[26] Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman* (Bandung: CV Yrama Widya, 2007),p. 24-25

D. Contextual Teaching and Learning (CTL)

There is tend recently back to the thinking that students will study better if the background created originally. Study will be meaningful if students experience what he / she learn not know it.

The learning which oriented to mastery target, proved success in remembers in short time but fail to provide children solve problem in a long life. That is happen in our daily classroom.

According to Sardiman says that "Contextual approach (CTL) is a learning concept to help teacher related the mastery he teach to the students' real world and motivate students to make the relation between the knowledge which they have to the application in their life as a member of family and community. The learning process happens originally in students activity experience not transfer knowledge from teacher to the students, just not a transfer of knowledge from teacher to student. In a education process Contextual Teaching and Learning that has purpose to help students see the meaning in academic matter which they learn by relate the academic to their daily context, they are personal context, situation and culture.[27]

In this context, students need to understand what they learn, what are the advantages, in what status they are, and how to reach it. They realized what they learn needed in their life later. Hopefully they realized that they learned was

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[27] Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT RajaGrafindo Persada, 2011), p. 223

useful for his life. Thus they will position themselves as a party that requires provision for his life.

In the contextual class, the duty of the teacher is help students reach the purpose. It means, teacher more active in strategy case than giving information. Teacher manage the class as team that study together to find something new for the students. So, knowledge or skill that will be discovered by students themselves, not what the teacher said. In contextual learning is there motto.

" Students Learn best by actively constructing their own" (cara belajar terbaik adalah siswa mengkonstruksikan sendiri secara aktif pemahamannya).

For its application, there are seven aspects of contextual learning that need attention. Wina Sanjaya says that "The component of CTL".

1. Constructivism

Constructivism is base philosophy of CTL approach, that is knowledge what is built by human step by step, where the result is widen through limit context. Knowledge is not a set of fact, concept or term which are ready to got and remembered. Human must construct knowledge and the meaning real experience.

Students need to be usual solve the problem. Find something useful for them and play with the idea. Teacher will not able give all the knowledge to the students. Students should construct knowledge in their own main set. The essence of constructivism theory is the idea that

students must find and transform one complex information to other situation and if wanted the information become theirs.

By those basic, learning be set become constructivism process not accept knowledge in learning process, students construct the knowledge by active involving in learning process. Students become activity content not teacher.

2. Inquiry

Inquiry is a core part from learning activity based CTL. Knowledge and skill which is got by students hoped not a remind result of a set fact, but a result from finding by themselves. Teacher must always set activity which tends to inquiry activity, whatever the matter which is taught. The topic two creep animal have must been found by students themselves, not according to the book.

In general inquiry process can be done through several steps, namely:

  a. Observation
  b. Questioning
  c. Hypothesis
  d. Data gathering
  e. Conclusion.[28]

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[28] Wina Sanjaya, *Strategi Pembelajaran Beriorentasi Standar Proses Pendidikan* (Jakarta: kencana, 2010), p. 264-265

3. Questioning

Knowledge which is owned by someone always began from asking question. Before know Palu city for instance, someone ask where is the direction of Palu city? Questioning is the main strategy of learning based CTL. Questioning in learning is viewed as teacher to push guide and evaluate students' thinking ability. For students questioning activity useful for :

a. Obtain information about students' abilities in mastery of subject matter.
b. Motivating students to learn.
c. Stimulate students' curiosity about something.
d. Students focus on the desideratum.
e. Guiding students' to discover or infer something.[29]

4. Learning Community

M. Manullang says, "Learning community concept suggest learning result go from cooperative to others. When a child just learning to sharpen a pencil with sharpener electronics, he ask to his friends " how to do it " please help me ? And his friends show the way how to operate it. So, both of the children has formed learning community.

The result of learning got from sharing among friends, group and from students that have been known to the students have not known. In this room, this class, also people outside all are the members of learning

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[29]*Ibid*, p. 266

community. In CTL class, teacher suggested always do learning in learning group".

5. Modelling

Sardiman says, "Modelling in CTL is another component modeling. In learning a particular skill or knowledge, there needs to be a model that can be replicated. The model could be the way of operate something, how to through a ball in sports, the example of thesis, or teacher gives an example the way to do something. Teacher gives the model about how the way studies".[30] In CTL teacher is not the one model. Model can be created by involved the students.

6. Reflection

Reflection also an important part in learning by using CTL. Reflection is the way of thinking about what has been learn or thinking back what we have done in past time. Students think what he has learn as new structure for his knowledge, as an enrichment of previous knowledge.[31]

7. Authentic Assessment

Assessment is gathering process some data which can give description about students' progress in learning. The description needed to make sure if students have right learning process. Describe of student

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[30] Sardiman, *Op. Cit*, p. 226
[31] *Ibid*, p. 227

progress by teacher need to know in order to determine whether students have learned correctly. Description of the process and note students progress throughout the learning process. Because is not only assessment conducted at the end of the period of such schools like EBTA or EBTANAS. Assessment needs to be done throughout the process or integrated / integral part of the learning activities.[32]

In outline, steps must be taken in the Contextual Teaching and Learning (CTL) is as follows:

1. Develop the idea that students will learn how to work more meaningful by themselves, construct their own knowledge and new skills.
2. Conduct inquiry activities as far as possible for all topics
3. Develop students' curiosity by asking question
4. Create a learning society
5. Present the model as an example of learning.
6. Perform reflection end of the meeting.
7. Assess the actual number of ways.[33]

E. Review of Related Findings

Related to this research, some researchers had been done as below: the first, Silvia Rada Maulina "A Study on the Elevent grade students' ability in identifying English references at SMA Negeri 1 Batangtoru. The concluding of her research is the eleventh grade students of SMA Negeri 1 Batangtoru in 2009-2010 academic years in identifying English references were categorized into

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[32]*Ibid*, p. 227-228.
[33] www.m edukasi,web.id/2011/12.

able". Actually after collecting and analyzing the data, it has known that the score of them was 71.14[34]

Next, Ida Martina "the Correlation between Paragraph Mastery and Writing Descriptive Text Mastery to the Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan in 2010-2011 academic year. She found that the students' ability in identifying paragraph mastery and writing descriptive text were categorized into good, it found the total mean score was 67. 86.[35]

Then, Sumarni "the effect of CTL in Teaching Personal References in Reading Text. Actually after collecting and analyzing the data, it has known that the score of them was 4.12.[36]

The last, research done by Khotimah Understanding References in Descriptive Text at MTsN Batang Angkola. She found that the students' ability in identifying personal reference, possessive pronoun possessive adjective, object, reflexive pronoun, subject, demonstrative and comparative reference were categorized into good, it found the total mean score will be 100.[37] From the above explanations, the writes SAW, the used two variables in order they knew about how far the students' subject the must be understood by students. This one

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[34]Silvia Rada Maulina, *"A Study on the Eleventh Grade Students' Ability in Identifying English Preferences at SMA Negeri I Batangtoru in 2009-2010 Academic Year"* (A Thesis, UMTS Padangsidimpuan 2009) p. 49.

[35]Ida Marlina, *"The Correlation Between Paragraph Mastery and Writing Descriptive Text Mastery to Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan in 2010-2011 Academic Year"* (A Thesis, UMTS Padangsidimpuan 2011) p. 56.

[36]Sumarni, *"The effect of CTL in Teaching Personal References in Reading Text*, (A Thesis,UNIMED Medan 2009), p. 41.

[37]Khotimah, "Analysis of *Understanding References in Descriptive Text at grade VIII-5 students of MTsN Batang Angkola"* (A Thesis, STAIN Padangsidimpuan, 2012), p.22.

of basic reason why writer chose the little " the Effect of Contextual Teaching and Learning (CTL) on Teaching Personal References in Descriptive Text at grade XI students of SMA Negeri 1 Barumun Tengah" it also believable that appropriate strategies in doing Teaching Learning process will make better result.

F. Conceptual Framework

Descriptive text aims to describe someone, something, somewhere, an animal. And then, descriptive text to highlight one person / thing / place / animal in particular. Descriptive text offering a wealth of information about people / things / places / animals clearly specified, [are] a detailed, [often] can be visualized. One of the problem is reference interpretation. Reference means relate or point thing or place previously or after introduced. To face this problem we can apply Contextual Teaching and Learning or CTL in teaching and learning process. Contextual Teaching and Learning or CTL is an education process to help students see the meaning in academic material they learn by connecting academic subject to their daily context, personal, social, and culture. Teaching descriptive text by Contextual Teaching and Learning or CTL means make the descriptive text material becomes students' experience in their context. So, they can construct their own right interpretation of descriptive text by the component of Contextual Teaching and Learning or CTL that teacher taught in the class. In this case Contextual Teaching and Learning or CTL applied to tech

personal reference in descriptive text to help students have right interpretation of personal reference.

G. The Hypothesis

Hypothesis is an important case that should be decided in a research. Suharsimi Arikunto says, " The hypothesis is tentative answer for the research problem until proven by data collected.[38]

Based on the above explanation the writer formulated the hypothesis as follow:

Ha = There is a significant effect of Contextual Teaching and Learning

Students understanding in interpreting reference in descriptive text.

Ho = There is no a significant effect of Contextual Teaching and Learning

Students understanding in interpreting reference in descriptive text.

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[38] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 67

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design of this study was experimental research. L. R. Gay says "Experimental research is the only type of research that can test hypotheses to established caused and effect relationships."[1] The writer used experimental method in doing this research in conducting the experiment, researchers manipulate a stimulant treatment or experimental conditions, then causes the observations existence of such treatment or manipulation.[2] This study uses a trial in two groups by comparing the result from each group consisting of groups experiments and a control group.

From the above quotation, writer concludes that the experimental research is a kind of the research which has aim to know causal effect relationship between one variable or more to other variables. The experimental research controls the selection of participant for the study and divided the select participant in to more groups having similar characteristics at the start of experimental.

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[1] L.R. Gay and Peter Airagian, *Educational Research* (USA: Merril, 2000), p. 367

[2] Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan* (Jakarta; Bumi Aksara, 2006), p. 57-58.

Next, according creswell, "experimental research include true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use non randomized.[3]

To take the data, the writer applies experimental method with two groups pre-test and post-test design. For many true experimental design, pre-test-post-test design are the preferred method to compare participant groups and measure the degree of change occurring as result of treatment or interventionts.

It means, the writer saw how far the effect of Contextual Teaching and Learning (CTL) on teaching personal references in descriptive text. In this research, the writer gave the pre-test and post-test to experimental and control class. It can be seen formula the following table.

Table 2
Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	Contextual Teaching and Learning	√
Control Class	√	Without Contextual Teaching and Learning	√

B. Place and Time of The Research

This research has been done at SMA Negeri 1 Barumun Tengah. The subject of research was grade XI SMA Negeri 1 Barumun Tengah students,

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[3] John W. Creswell, *Research Design* (New York: Sage Publication, 2002), p. 14.

2011/2012 academic year. This research has been conducted from November – December 2012. It is located at SMA Negeri 1 Barumun Tengah on Jl. K.H. Dewantara no. 15 Binanga, Barumun Tengah, Padang Lawas, north Sumatera. So that this research has done for about two month.

C. Population and Sample

1. Population

    Population is group of individuals that have one or more characteristics in common in the research. Suharsimi Arikunto says, " A population is a set (collection) of all element processing one or more attributes of interest.[4] According to Sugiono in Ruslan that "Population is generalization area consist of object/ subject has special quantity and characteristic which determined by researcher to get concluding."[5] In similarly, Ary in Sukardi says "Population is all members of well defined class of people, event, or objects." In addition, Babbie says "Population is the elements of research as target of result research theoretically."[6]

    Based on explanation, the population of this research was all the grade XI students of SMA Negeri 1 Barumun Tengah on Jl. K.H. Dewantara, Binanga, Barumun Tengah, Padang lawas, North Sumatera. The total number

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[4] Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 115

[5] Rosady Ruslan, *Metode Penelitian Public Relations dan Komunikasi* (Jakarta: PT. Raja Grafindo Persada, 2004), p. 133.

[6] Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.

of the grade XI of SMA Negeri 1 Barumun Tengah on Jl. K.H. Dewantara, Binanga, Barumun Tengah, Padang Lawas, North Sumatera. They are divided into four class, they are XI IPA1, XI IPA2, XI IPS1, XI IPS2 classes and consist of 120 students. There the class population of the research, as follow:

Table 3
Population of the Research

No	ROOM	MALE	FEMALE	TOTAL
1	XI IPA1	10	10	20
2	XI IPA2	13	7	20
3	XI IPS1	16	24	40
4	XI IPS2	19	21	40
	TOTAl	58	62	120

2. Sample

According to Arikunto says: " Sample adalah sebagian atau wakil populasi yang diteliti ".[7] In this research, the sample of the study was selected out by using purposive and is found two class. The researcher was decided two classes totaling 40 students as sample. Two classes divided as experimental class (XI IPA 1) consists of 20 students, and control class (XI IPA 2) consists of 20 students. The writer chose eleventh grade because teaching personal references in descriptive text is studied in that grade. Then, the writer chose these class because the writer get the information from the

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[7] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), p. 130

teacher that the two classes have similar competence in English. So, the writer decided to get these class as sample.

D. Instrument of Data Collection

A research must have an instrument because can go guarante for taking the valid data. Arikunto says " Instrument of the research is a tool of facility used by the researcher in collecting data".[8] So that, the process is easier and better with the more careful, complete and systematic. In this research, the instrument of collecting data is using test. The form of the test is essay test. The test is divided to two parts. First is pre test consist of 40 number and the second is post test consist of 40 number. The indicator of the test:

a. Able to find the kinds of personal references in text

b. Able to underlined kinds of personal references in text

The indicator can be seen as follow:

Table 4
Indicator of the Test

No	Indicator	No. Item	Score
1.	Descriptive text		
	a. Subject	1 - 22	25
	b. Object	23-27	25
	c. Possessive adjective	28-35	25
	d. Possessive pronoun	36-38	20
	e. Reflexive pronoun	39-40	5
	Total	40	100

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[8] *Ibid*, p. 137.

E. Procedure of Research

This part was divided into three steps, namely pre-test before using technique, treatment is using technique, and the post-test after using technique.

Teaching Procedure

1. The researcher was given personal references in descriptive text to experimental group and control group.

2. The researcher explained the text.

3. The students answer questions from the researcher.

Table 5
Teaching Procedures

Teaching Procedures	
Experimental Class	**Control class**
CTL 1. The students were seated in group of 4, and numbered from 1 to 4. 2. The students were given an analytical exposition text to be read by themselves. 3. The students were given 5 minutes to read and think the topic and structure of the text. 4. The students were asked to be in CTL with their partner to discuss the topic and structure of the text (Student	1. The students were asked to read the text and are teach how to pronounce difficult words and to read in the good intonation. 2. The students were asked finding the meaning of the difficult words.

number 1 and number 2 were partner. Students number3 and number 4 were partner. 5. The students were asked to share their ideas to the larger group (number 1, 2, 3, and 4 were a group). 6. Student from each group are asked to share their discussion result with the class.	

F. Data Collecting

To get the data from the students, the writer collected by giving pre test and post test to students. Test is some of question or view and other tool is used for measure skill, knowledge and intelligence ability. The test is divided into two kinds:

1. Pre-Test

   The pre-test was conducted to find out the students' personal references in descriptive text before having the treatment. The pre-test was given to the groups and their works are score.

2. Post-Test

   The post-test was administrated to measure the students, competence after the treatment was complete. The comprehension of the group then was compared and analyzed.

3. Treatment

After pre-test administrate, a treatment was given to students. Control class was thought without applying Contextual Teaching and Learning (CTL), and experimental class was thought by applying Contextual Teaching and Learning (CTL).

G. Result of Validity and Reliability Test

1. Test Validity

Before giving the test to samples, the writer had done testing the instrument to XI. The purpose of testing instrument is to know what the test had been ready to test. The writer used content validity to valid the test. Content validity establishes how well a test compares to the real world. For example, a school test of ability should reflect what is actually taught in the classroom. When a test has content validity, the items on the test represent the entire range of possible items the test. Hartono says product moment is the formula to test validity. So, the writer used product moment as follow:

$$rxy = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Where:

r_{xy} : correlation

X   : score question

Y   : total of score question

N   : Total of student[9]

Validity is to show how far the test can be testing to get the data. In this research, test validity was done using formulation of product moment. The test is valid if $r_{count} > r_{table}$.

The calculations of test validity (Appendix. XVIII) show that 32 numbers is valid from 40 number of test.

2. Test Reliability

The reliability of the characteristic of a good test refers to consistency of the measurement. Suharsimi Arikunto says to obtain the reliability of the test; the writer used formula K-R 20.[10]

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{V_t - \Sigma pq}{V_t}\right)$$

Where:

R11 : test reliability

K : total of question

V : variants total

P : proporsi subject who is right answer

Q : proporsi subject who is wrong answer

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[9] Hartono, *Statistik Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 76
[10] Suharsimi Arikunto, *Op.Cit*, p. 231

The reliability of the characteristic of a good test refers to consistency of the measurement. In this research, test reliability was done using formulation KR-20. The test is reliable if $r_{count} > r_{table}$.

The calculation of pre test reliability (Appendix.XIV) is 1,04. The calculation of post test reliability (Appendix.XIV) is 1,04 . It is concluded that the instrument is reliable.

H. The Techniques for Data Analysis

The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class. The data will be analyzed by using the following t-test formula.[11]

T-test

$$T_t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1 + \sum X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T   : The value which the statistical significance.

M_1 : The average score of the experimental class.

M_2 : The average score of the control class.

$X1_1$: Deviation of the experimental class.

$X2_2$: Deviation of the control class

n1   : Number of experimental.

n2   : Number of control.

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[11]Suharsimi Arikunto, *Op.Cit*, p. 299.

Riduan state about the classification or the criteria of competence of students as followed:

Table 6
The Criteria Score interpretation[12]

No	Class of score	Predicate
1	0% -20%	Very low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high

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[12]Riduan, B*elajar Mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula* (Bandung: Alpabeta, 2005), p.89.

CHAPTER IV

DATA ANALYSIS

A. Description of Data

As mentioned in earlier chapter, in order to evaluate the effect of contextual teaching and learning (CTL) on teaching personal references in descriptive text, the writer has calculated the data using pre-test and post test. The writer used the formulation of T-test the hypotesis. Next, the writer described the data as follow:

1. The score of Pre-test Control Class

The result of the test in Control class before using teaching personal reference in descriptive text can be seen in the following table:

Table 7
The score of pre-test in control class

No	Student's Initial	Pre-test
(1)	(2)	(3)
1	SD	60
2	RL	70
3	KAH	55
4	HS	65
5	TPS	80
6	KT	53
7	NMS	65
8	MH	72
9	PS	53
10	MPH	70
11	SMH	73
12	HH	55
13	SS	60
14	ARN	65

15	YCH	63
16	HMH	73
17	BP	60
18	DM	75
19	AD	75
20	PT	67
Total		1309
Mean		66
Mode		65
Median		61,4
The lowest		53
The highest		80

Based on the above table the sum of score in control class was 1309, mean was 66, mode was 65, median was 61,4. The writer got the lowest score was about 53, and the highest score was 80. Next, the calculation of how to get it can be seen in the appendix III.

2. The score of Pre-test in Experimental Class

The result of the test in experimental class before using teaching personal reference in descriptive text can be seen in the following table:

Table 8
The score of pre-test in control group

No	Student's Initial	Pre-test
(1)	**(2)**	**(3)**
1	YWSR	70
2	SHH	62
3	NYSS	75
4	UK	60
5	ES	65
6	SRH	55
7	NAA	53
8	RH	72
9	MHH	65
10	RTH	60

11	RTS	73
12	SRT	68
13	AHP	70
14	MFS	75
15	MK	60
16	TS	57
17	BS	65
18	SHH	55
19	DMH	73
20	CPS	60
Total		1293
Mean		65,25
Mode		60
Median		65,4
The lowest		53
The highest		75

Based on the above table the sum of score in experimental class was 1293, mean was 65.25, mode was 60, median was 65,4. The writer got the lowest score was about 53, and the highest score was 75. Next, the calculation of how to get it can be seen in the appendix IV.

B. Data by Using Teaching Personal Reference in Descriptive Text.

1. Description Data of Control Class

   The result of the test in control class by using teaching personal reference in descriptive text can be seen in the following table:

Table 9
The score of post-test in control class

No	Student's Initial	Pre-test
(1)	(2)	(3)
1	SD	65
2	RL	75
3	KAH	60
4	HS	70
5	TPS	90
6	KT	60
7	NMS	72
8	MH	83
9	PS	60
10	MPH	75
11	SMH	80
12	HH	63
13	SS	75
14	ARN	72
15	YCH	65
16	HMH	75
17	BP	67
18	DM	83
19	AD	80
20	PT	73
	Total	1445
	Mean	72,1
	Mode	75
	Median	70,54
	The lowest	60
	The highest	90

Based on the above table the sum of score in control class after using teaching personal reference in descriptive text was 1445, mean was 72.1, mode was 75, median was 70,54. The writer got the lowest score was about 60, and the highest score was 90. Next, the calculation of how to get it can be seen in the appendix V. Then, the completed of the frequency distribution of the

student's score of group can be applied in to table frequency distribution as follows:

Table 10
The frequency distribution of student's score in control class

No	Interval	Median	frequency	Percentages
1	60-66	63	6	30 %
2	67-73	70	5	25 %
3	74-80	77	7	35 %
4	81-87	84	1	5 %
5	88-94	91	1	5 %
Total			20	100 %

Based on the above table, it can be drawn at histogram as below: frequency

Picture I
Histogram of student's score control class
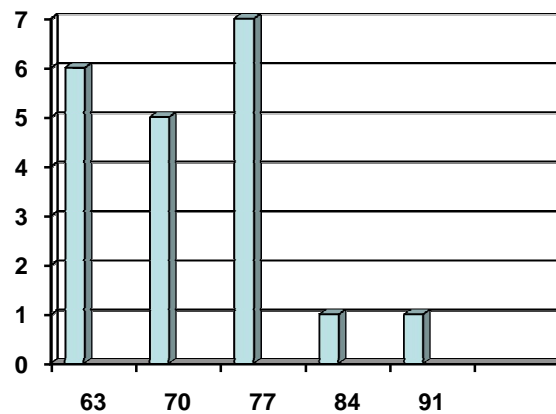
2. Description Data Of Experimental Class

The result of the test in experimental class by using teaching personal reference in descriptive text can be seen in the following table:

Table 11
The score of post-test in experimental class

No	Student's Initial	Pre-test
(1)	(2)	(3)
1	MN	75
2	YS	65
3	MR	80
4	TMSH	62
5	SW	67
6	MR	60
7	RL	62
8	PS	75
9	GL	62
10	NH	65
11	RL	75
12	ER	60
13	TR	73
14	SH	62
15	PS	65
16	ES	70
17	FHH	67
18	ES	62
19	MRS	75
20	PA	65
Total		1348
Mean		68,75
Mode		65
Median		62,1
The lowest		60
The highest		80

Based on the above table the sum of score in experimental class was 1293, mean was 68.75, mode was 65, median was 62,1. The writer got the lowest score was about 60, and the highest score was 80. Next, how to get it can be seen to appendix VI. Then, the completed of the frequency distribution

of the student's score in post-test can be applied in to table frequency distribution as follows:

Table 12
The frequency distribution of student's score in experimental class

No	Interval	Median	frequency	Percentages
1	60-64	62	6	30 %
2	65-69	67	7	35 %
3	70-74	72	2	10 %
4	75-79	77	1	5 %
5	80-84	82	1	5 %
Total			20	100 %

Based on the above data, it can be drawn at histogram as below: frequency

Picture 2
Histogram of student's score of experimental class
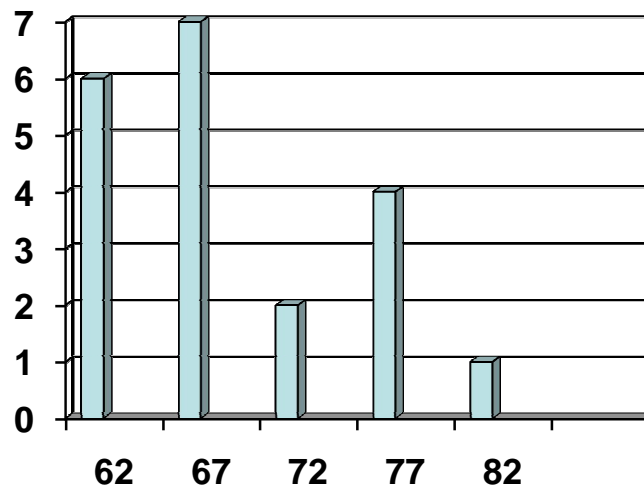
C. Hypothesis Testing

The hypothesis of research was " there was significant effect of CTL on teaching personal reference in descriptive text" the data would be analyzed to prove hypothesis by using formula of t-test. The steps were as follow:

1. There were many steps to analysis data, they were.

   a. The average score of experimental class

   $$M_1 = \frac{y_1^2}{y_1}$$

   $$= \frac{254}{54}$$

   $$= 4{,}703$$

   b. The average score of control group

   $$M_2 = \frac{y_2^2}{y_2}$$

   $$= \frac{955}{134}$$

   $$= 7{,}126$$

2. The second step, to find deviation score each group

   a. The deviation score of experimental

   $$\sum x_1 = \sum y_1^2 - \frac{(\sum y_1)^2}{n_1}$$

   $$= 254 - \frac{54^2}{20}$$

   $$= 254 - \frac{2916}{20}$$

   $$= 254 - 145{,}8$$

   $$= 108{,}2$$

   b. The deviation score of control group

   $$\sum x_2 = \sum y_2^2 - \frac{(\sum y_2)^2}{n_2}$$

   $$= 955 - \frac{134^2}{20}$$

   $$= 955 - \frac{17956}{20}$$

   $$= 955 - 897{,}8$$

   $$= 57{,}2$$

3. The third step, to use the formulation of T-test

<div align="center">

Table 13

List of score

</div>

No	Symbol	Score
1	M_1	4,703
2	M_2	7,126
3	X_1^2	108,2
4	X_2^2	57,2
5	n_1	20
6	n_2	20

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1 + \sum x_2^2}{n_1 + n_2 - 1}\right) - \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{4,703 - 7,126}{\sqrt{\left(\frac{108,2 + 57,2}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$= \frac{2,423}{\sqrt{\left(\frac{165,4}{38}\right)\left(\frac{2}{40}\right)}}$$

$$= \frac{2,42}{\sqrt{\left(\frac{4,352}{38}\right)\left(\frac{2}{40}\right)}}$$

$$= \frac{2,42}{\sqrt{8,704\left(\frac{2}{20}\right)}}$$

$$= \frac{2,42}{\sqrt{\left(\frac{8,704}{20}\right)\left(\frac{2}{20}\right)}}$$

$$= \frac{2,42}{\sqrt{0,43}}$$

$$= \frac{2,42}{0,65} = 3,72$$

$t_0 = 3,72$

$d.b = (n_1 + n_2 - 2) = 20 + 20 - 2 = 38$

Next, do test missing one. In the appendix XI the score t_s= 0,05 = 2,75 and t_s 0,01 = 2,04 t_0 = 3,72 (3,72> 2,75> 2,04). So the from the calculation about, it is concluded that the result of experimental is significant, next the using of contextual teaching and learning (CTL) significantly effect in teaching personal reference in descriptive text at grade XI student's of SMA N 1 Barumun Tengah. So, the hypothesis was accepted.

Next, to know the categorize how far the effect of CTL (contextual teaching and learning) teaching personal reference in descriptive text, it would be interpreted from the table below:

Table 14
The table of coefficient effect of interpretation

Coefficient	Effect level
0,00-0,20	Very low
0,20-0,40	Low
0,40-0,70	Enough
0,70-0,90	High
0,90-1,00	Very high[1]

To know the coefficient difference, t_0 minimized t_s (3,72-2,75 = 0,97). Next, the result of it interpreted to above to table. So. Based on the statements above, it can be know that the writer got in this research high difference.

D. Discussion

In this rant, the writer discussed what he/ she found in related theories or finding. Reference is the word that refer to someone or something found in

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[1] Suharsimi Arikunto. *Manajemen Pendidikan,* (Jakarta: Rineka Cipta, 1993), p,. 57.

sentences. Paragraph and text. Yule Says " reference, as an act in which a speaker or writer us linguistic from an able a listener or reader to identify something".[2]

Linda Gerot and Feter say "Reference comes from word" related "reference refers to system which introduce and track the identity or participants. Trough text it is related to textual meaning and thus to mode"[3] it mean we find very different pattern between spoken and written text and these differences are accentuated the more written the text.

References is relation between object in whic one object designates, or acts as means by which to connect to or link to another object in semantics. Then personal reference deals with person, and personal reference is reference by means of function in the speech situation, through the category person.

Further, according to sumarni in her research about the effect of CTL in teaching personal reference in reading text can stated in significant. Next, Ida Marlina " The correlation between paragraph mastery and writing descriptive text mastery to eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2012-2011 academic year. It mean learning writing descriptive text can increase the students and she also proved was theory that ;earning the identifying paragraph mastery and writing descriptive text were categorized into good.

The writer has also found the same thing she found the students in teaching personal reference in descriptive text by CTL (Contextual Teaching and

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[2]George Yule, *Pragmatic* (New York: Oxport University press, 1996), p.17.
[3]Linda Gerot and Peter Wighell, *Making Sense of fnctional Grammar* (Australia, 1994), p. 170.

Learning), method categorized hight. It can be seen from the result of pre-test and post-test in experimental class 60-90, it can be seen from total score of experimental class that was 1445, more over, the last score of the calculation above indicated $t_0 > t_s$ (3,72 > 2,75 > 2, 04).

So, the hypothesis was accepted. Finally, there was significant effect of contextual teaching and learning (CTL) on teaching personal references in descriptive text at grade XI students of SMA Negeri 1 Barumun Tengah.

E. Threats of the Research

The writer as former in doing the research has many weaknesses. It is caused by many aspects. The writer found the threat of this research, as follows:

1. The students always shy to share their ideals in English

2. The students laziness to practice speaking English especially introduce your self

3. The students were noisy when answering the test.

4. Limited of instrument of research

5. The writer was lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

This chapter the effect of contextual teaching and learning (CTL) on teaching personal reference in descriptive text show there is significant effect. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follow:

1. Before using contextual teaching and learning (CTL) on teaching personal reference in descriptive text at grade XI SMA N 1 Barumun Tengah, pre-test control class was 63,25 and pre-test experimental class was 66 it is low category.

2. After using contextual teaching and learning (CTL) on teaching personal reference in descriptive text at grade XI SMA N 1 Barumun Tengah, post-test control class was 68,75 (low) and post-test experimental class was 72,3 (high).

3. There is significant effect to students on teaching personal references, it means that the thesis is accepted, it shown that there is a significant effect of contextual teaching and learning (CTL) on teaching personal references I descriptive text, it also shows that there is positive effect on teaching personal references in descriptive text by using CTL.

B. Suggestion

Based on the conclusion the research that have mentioned above. The writer wants to give some suggestion as follows:

1. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students

2. For headmaster, to make students get the goal of learning, the teachers make a good preparation and headmaster must give teaching media to teacher to make students enjoy in learning.

3. For students, students must follow the procedure of learning method.

4. To English teacher are hoped that in English teaching learning process should use English to explain or teach English subjects.

5. For other researcher, the writer hopes to the other researcher to do the research about the other method

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