INCREASING ARABIC ACADEMIC WRITING SKILLS THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH

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Abstract

The aim of this study is to examine the effect of contextual teaching and learning approach to the Arabic academic writing skills students of Education Arabic Department Faculty of Language and Arts State University of Jakarta. The research was conducted during the second semester in the 2015/2016 academic year starting from February up June in 2016. The study design used Elliot's procedure, which comprised seven phases, namely: (a) identifying the initial ideas, (b) finding and analyzing the facts, (c) general planning, (d) Implementing, (e) observing, (f) evaluating, and (g) revising. The data were taken by observation, interview, and test. The results of the study found that the mean of the pre-test was 65,30, the average score results of the test at the first cycle were 73,25, the average score of the test at the second cycle was 77,40, and the average score of the test at third cycle was 84.1. During the learning process, students have shown the changing of learning behaviour and meet the criteria either by 80%. The quality of students' academic writing has also shown significant. It concluded that the contextual teaching and learning approach could improve the student's skill in Arabic academic writing.

Keywords: Arabic language, Academic Writing, Action Research, Contextual Teaching and Learning Approach.

Abstrak

Tujuan utama dari penelitian ini adalah untuk menguji pengaruh pendekatan pengajaran dan pembelajaran kontekstual terhadap keterampilan menulis akademik Bahasa Arab mahasiswa Pendidikan Bahasa Arab Fakultas Bahasa dan Seni Universitas Negeri Jakarta. Penelitian ini dilakukan selama semester kedua tahun akademik 2015/2016 mulai Februari hingga Juni 2016. Desain penelitian menggunakan prosedur model Elliot, yang terdiri dari tujuh fase, yaitu: (a) mengidentifikasi ide awal, (b) menemukan dan menganalisis fakta, (c) perencanaan umum, (d) menerapkan tindakan, (e) mengamati tindakan, (f) mengevaluasi tindakan, dan (g) merevisi. Teknik pengambilan data menggunakan teknik observasi, wawancara, dan tes. Hasil penelitian menemukan bahwa rata-rata nilai pre-test adalah 65,30, hasil nilai rata-rata dari tes pada siklus pertama adalah 73,25, nilai rata-rata dari tes pada siklus kedua adalah 77,40, dan nilai rata-rata dari tes pada siklus ketiga adalah 84,1. Selama proses pembelajaran, mahasiswa telah menunjukkan perubahan perilaku belajar dan memenuhi kriteria baik sebesar 80%. Kualitas tulisan akademik mahasiswa juga telah menunjukkan perubahan yang cukup signifikan. Hasil penelitian ini dapat disimpulkan bahwa pendekatan pengajaran dan pembelajaran kontekstual dapat meningkatkan keterampilan menulis akademik mahasiswa.

Introduction

Everyone needs to master written language in globalization era. One can express his thoughts, ideas, and feeling through written language. It is also absolutely used in forums and official places. The education process is an institution that uses written language both of the elementary school and college. Especially in the college, writing language skills must be mastered by students and lecturers. Students are required to make good writing assignments like papers, observations, research and at the last semester, they are required to make theses and dissertations. Writing skill is the language skill that must be mastered in learning a particular language. In Arabic language learning, writing skill is outlined in *Kitabah* (writing) subject. As well as other language learning, Arabic writing *(Kitabah)* subject is given after listening, speaking, and reading.

In the Arabic Language Education Study Program of the Faculty of Languages and Arts at the State University of Jakarta, the *Kitabah* subject is taught in phases. The academic writing materials are studied since the sixth semester in *Kitabah* III subject. It includes types of writing such as personal and business letters; speech texts; observation report; news text; scientific writing papers such as politics, society and culture. [1] Every student in Arabic Language Education Study Program must have language competence and master academic writing material. Then the ideal conditions of the learning process can be achieved in accordance with the objectives of the study program. However, the result of the observation concluded that the process of academic writing learning still faces problems and students' academic writing ability is still low. They are still confusing in arranging the theses. Like as the research has done by Abdul Kareem on an investigative study of academic writing problems faced by Arab Postgraduate students at Universiti Teknologi Malaysia (UTM). There are two sub-focuses on the research, i.e identification of errors made by Arabic postgraduate students in academic writing at UTM. The second sub focus deals with the problems facing Arabic's students in academic writing. The results of the study present many mistakes made by students in simple writing assignments. This study discusses in depth about the errors that occur in aspects of academic writing and structuring sentences in Arab students. Moreover, the result of interview concluded that lecturer used speech and assignment in a learning process which is considered less precise because it tends to be monotonous and lacks opportunity

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[1] Universitas Negeri Jakarta, *Buku Pedoman Akademik FBS 2013-2014* (Jakarta: UNJ Press, 2013), 275.

for students to be actively involved in learning so that it is less in encouraging the improvement of students' academic writing skills. [2]

To find out the students' academic writing ability, the researcher conducted a pre-test in the preliminary research on February 16th, 2016. The result shows that among 20 students in the 6th semester of class B, nobody gets a standard score that is 80-89 range. There are 6 students or 30% that get good category score between 70-79 and 10 students or 50% get enough category score between 60-69. While it is 20% of students get a score of 50-59 or 4 people with fewer categories and none of the students is categorized very less. The average score is 65.30 that is still relatively low because it has not reached the excellent category (> 80).

Each component of an academic writing assessment also has low score. In the component of ideas, the average score is 13.30 with the maximum score of 20 or 66.50% is still in enough category. In the component of the writing organization, the average score is 13.30 with the maximum score of 20 or 66.50% is still in the good category. In the component of the word, a selection obtained the average score of 10.77 with the maximum score of 15 or 72% is still in the good category. In the component of the structure sentence (fluency) obtained the average score of 10.90 with the maximum of 15 or 72.67% or is still in enough category. In component of convention or grammatical, obtained the average score of 2.45 with the maximum score of 5 or 49% is still in very less category. While the component of introduction obtained the average score of 2.75 with the maximum score of 5 or 55% is still in less category. In the component of content obtained the average score of 9.65 with the maximum score of 15 or 64.33% is still in enough category. As for the component of closing obtained the average score of 2.15 with the maximum score of 5 or 43% is still in very less category. 8 components of the assessment, they are only 2 components reach well, 3 components reach enough, 1 component only reaches less, and 2 components is still very less. It is concluded that the student's academic writing component is still low.

Therefore, the problem of academic writing learning requires an appropriate solution through the application of a contextual approach. The contextual approach has seven main components: Constructivism, Questioning, Inquiring, Learning Community, Modeling, Reflection, and Authentic Assessment. This approach is able to support students' thinking and their desire in learning. It relates to students' learning experience context. This approach has many stages of learning in the classroom and involves students during the learning process. Thus the students'

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[2] Mustafa N Abdulkareem, "An Investigation Study of Academic Writing Problems Faced by Arab Postgraduate Students at Universiti Teknologi Malaysia (UTM)", *Theory and Practice in Language Studies*, Vol. 3, No. 9 (2013): 1557.

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academic writing ability increases. CTL implementation can use the media of learning such as technology facility. It is available to increase students' writing ability. Fillner and Apple conducted a research through blogs. Filner and Apple in action research improved the fluency of writing and lexical complexity through blogs. The study used students' blogs in the integrated CALL program for low writing proficiency and low motivation in Japanese language students in an intensive seven-day English language course in September 2004. The feasibility of writing assignments in this study had been assessed if it met seven criteria: the potential of language learning, focus of meaning, authenticity, positive impact, practicality, and improvement. The results of this study concluded that students' writing skills increased significantly over the duration of the program. [3]

Based on the problems above, this study used action research to solve the problem of Arabic academic writing. The process of implementing this approach which used action research is recognized as effective, because it focuses on the main problem. Haley and Seewald stated that the lecturer is conducting action research refers to various literature as a foothold for conducting research action. [4] The research is also conducted by research practitioners, scholars, practicioners requests, interactive researchers, concentration classes or research-centred practice. This type of research is centred on individual students as a tool that teachers can use to develop, describe and improve their teaching and pedagogic style of practice.

The theory of action research is in line with the historical roots of the development of research method. The development of action research was first introduced by the American social psychologist Kurt Lewin in 1946. The main idea of Lewin was further developed by other experts such as Stephen Kemmis, Robi McTaggart, Jhon Elliot, Dave Ebbutt, and so on.[5] Many experts have given the notions of action research by Ebbutt in Hopkins cited by Emzir, that action research is a systematic study aimed to improve the quality of education conducted by a group of teachers through action-practical in learning and reflecting on the results derived from those actions. Action research has developed based the objective and place of the research object.[6] Hopkins stated that models of action research include: Kurt Lewin, Kemmis and Mc Taggart, Dave Ebbutt, Hopkins, McKernan, John Elliot, and Susman Model.[7]

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[3] Terry Fellner dan Matthew Apple, "Developing Writing Fluency and Lexical Complexity With Blogs", *The JALT CALL Journal*, Vol.2, No.1 (2006): 26.

[4] Marjorie Hall Haley dan Amanda Seewald, "Teacher Action Research in Foreign Language Classrooms: Four Teachers Tell Their Stories", *Current Issues in Education*, Vol. 8, Number 12 (2005): 1.

[5] Zainal Rafli, *Penelitian Tindakan Kelas dalam Pengajaran Bahasa Arab Teori dan Aplikatif* (Bekasi: Paedea, 2015), 1.

[6] Emzir, *Metodologi Penelitian Pendidikan: Kuantitatif dan Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2008), 233.

Jhon Elliot's model in Emzir develops seven stages of a review over and over in each cycle: identification of initial ideas, findings and facts analysis, general planning, action execution, observation, evaluation, and reflection and improvement. The researcher chose Elliot's model in this study based on the following reasons: (1) the design of his research recommends the use of variations of intervention at each cycle; (2) the steps in the study are broader, so that the actions given can actually produce the desired goal; (3) the model is still not widely used by education practitioners, so it is expected that the results of this research can get the development of a new action research model based on practical ideas that will be applied.[8] The model is more detailed and planned. It is because each cycle has some action. Meanwhile, each action may consist of several steps that are realized in the form of teaching and learning activities.

Statement of Problem

The purpose of this study is to improve students' Arabic academic writing through contextual teaching and learning approach to Arabic. The problem of this study is how the effect of contextual teaching and learning approach on Arabic academic writing skills?

Review of Literature

Academic Writing Skills

Traditionally, writing has been conducted and viewed as a solitary activity focusing primarily on the final product and emphasizing sentence-level correctness.[9] Nowadays, an effective and relevant writing instruction is the one which enables students to see writing as "a complex process composed of many different kinds of activities that eventually result in that product".[10] The same position on writing was articulated by Murray and Moore arguing that effective academic writing is "a continuous process involving reflection, improvement, development, progress and fulfilment of various types and in varying measures".[11]

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[7]David. A Hopkins, *Teachers Guide to Classroom Action Research* (Philadelphia: Open University Press, 2002), 5.

[8] Emzir, *Metodologi Penelitian,* 239.

[9] P. Creme, & Lea, M.R, *Writing at University: A Guide for Students (3rd ed.)* (New York: Open University Press,2008).

[10] P. Nightingale, *Improving Student Writing*. In S. Makoni (Ed.), *Improving Teaching and Learning in Higher Education: A Handbook for Southern Africa* (Johannesburg: Witwatersrand University Press, 2006), 135.

[11] R. Murray & Moore, S, *A Handbook of Academic Writing: a Fresh Approach* (New York: Open University Press, 2006), 5.

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Academic writing can be defined as a way of expressing ideas, knowledge and information clearly in terms of academic issues. This should take obvious topics or titles.[12] Some of the characteristics must have in academic texts such as accuracy, organization, argument, coherence, cohesion, conformity and reference. These characteristics help the reader to understand academic problems with related perspectives. Some important features and elements in academic writing for different text genres are paragraph section, main idea, indentation, conclusion, title, quotation, footnote, and bibliography.[13]

Furthermore, Qasim describes the framework of papers consisting of the introduction, the content of the paper, and the closing.[14] The introduction contains a simple exposure of opinions globally to enter on the issues to be discussed. The contents of the paper are the exposure of the discussion and it contains important points to be submitted by the author. Closing is the main point of content that includes introduction and content as well as clear results and conclusions of important points submitted to the reader.

Brown argues that there are two main methods in the assessment of a paper commonly used by assessors of analytic and holistic methods.[15] Glass stated, there are five components that should be assessed in writing. The five components are (1) Ideas or Contents, (2) Organizations, (3) word choice, (4) Sentence fluency, and (5) Conventions.[16] In addition, each point has a graduation and quality assessment or category of excellent to very good, good to average, fair to poor, and inadequate. Unlike Heaton, there are five components to be considered: (1) Content (2) Organizations (3) Vocabulary (4)) Language use and Mechanics.[17] These five components give the maximum value of each component, those are 30 for Content, 20 for Organization, 20 for Vocabulary, 25 for Grammar, and 5 for Mechanical. The differences in the maximum score for each aspect or component of the writing depends on the score, role, and contribution in writing as a whole.

To conduct an assessment of academic writing as the type of paper required an assessment instrument in accordance with the characteristics of the paper. So that the researcher modified by emphasizing the components of the Arabic academic writing assessment using the Glass assessment concept combined with the assessment of papers: ideas, organization, word selection, sentence

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[12] Anderson J, M. Poole, *Assignment and Thesis Writing* (Milton: Wiley & Sons Australia, 2001), 9.

[13] T.V. Yakhontova Yakhontova, *English Academic Writing for Students and Researchers* (New York: OITAIC, 2003), 92.

[14] Riyadl Zaki Qasim, *Taqniyāt Ta'bīr Arabi* (Beirut: Darel Marefah, 2000), 182-183.

[15] Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Fransisco: Pearson Longman, 2007), 47.

[16] Kathy Tuchman Glass, *Curriculum Design for Writing Instruction* (California: Corwin Press, 2005), 67.

[17] J.B. Heaton, *Writing English Language Tests* (New York: Longman Group UK, 1989), 146.

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fluency, convention, introduction, content (body paragraph), and closing. The score of each component is taken from Heaton's theory which is 20,20,15,15,5,5,15 and 5. Researcher sets a different score for each component. Then the researcher adds all score and sets a final score of improving students' Arabic academic writing skills.

Contextual Teaching and Learning Approach

Johnson stated that:

"CTL is a holistic system. It consists of interrelated parts that, when interwoven, produce an effect that exceeds what any single part could achieve. Just as the violin, cello, clarinet, and other instruments in an orchestra produce distinctive sounds that produce together music so CTL's separate parts involve distinctive processes that, when used together, enable students to make connections that generate meaning. Each of these distinct elements of the CTL system contributes to helping students make sense of schoolwork. Taken together, they form a system that makes it possible for students to see meaning and retain academic material". [18]

CTL system is education prose that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards and using authentic assessment. There are effective ways to connect teaching and learning with the context of students daily circumstances. Consequently, the following discussion necessarily highlights only the most effective methods of bringing together academic content and the context of a student personal experience. These include six methods:

1. Traditional stand-alone classrooms that connect material with their student's context.
2. The infusion into a stand-alone class of material from another field.
3. Linked courses that remain separate but cover related topics.
4. The integrated course bringing together two or more disciplines into a single class.
5. Combining school and work:
   i. Work-based learning
   ii. Career pathways
   iii. School-based work experience
1. Service Learning

Nurhadi argued that CTL approach is a learning concept that helps lecturers to relate between the material they teach and the students' real-world situation and encourage students to

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[18] Elaine B Johnson, *Contextual Teaching and Learning* (California: Corwin Press. Inc, 2002), 24.

make connections between their knowledge and application in their life as family members and society. [19] To apply a contextual approach in the classroom, strategies are needed with the involvement of existing components. There are seven main components of learning that underlie contextual learning in the classroom. Those seven main components of the contextual approach are Constructivism, Questioning, Inquiry, Learning Community, Modeling, Reflection, and Authentic Assessment. [20]

Nukuhaly conducted research on improving the ability to write a paper of Biology Department Faculty of Tarbiyah IAIN Ambon with modelling strategy by State University of Malang. The purpose of this study was to improve the ability to write a paper in Biology Department Faculty Tarbiyah IAIN Ambon by regarding the aspects of writing the title, introduction, discussion, closing, and a reference list with modelling strategy. This research used qualitative approach with action research design. The results showed that modelling strategy increased students' writing skill. The improvement could be seen in the achievement of every sub-aspect of writing a paper in each cycle. The result of this research was the ability to write papers can be improved through modelling strategy. [21] The ability to write enhanced papers is the content and language aspect which includes the title, introduction, discussion, cover, and references. This action research focused only on the improvement of writing student papers specifically that are part of the type of academic writing and the actions given in this study is modelling strategies, certainly different from the contextual approaches that research researchers will use.

Rahajoe & Rianto conducted an action research on the ability to write poetry through the contextual approach with the class XI SMALB, PLB-FIP in State University of Surabaya. This research used a classroom action research approach using MC Taggart's design based on cycles. This classroom action research was conducted in two cycles to see improvements in student learning outcomes. [22] While the contextual approach using Trianto, revealing that what is meant by contextual approach is a concept that helps teachers in relating the concept of subjects to real-world situations and motivate students to make the relationship between knowledge and its application in their lives. In this study, there was an increase in the ability to write poetry who was demonstrated in cycle I and cycle II. From the recapitulation of poetry writing ability, it showed that the students'

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[19] Nurhadi, *Pendekatan Kontekstual (Contextual Teaching and Learning/CTL)* (Jakarta: Depdiknas, 2002), 1

[20] *Ibid,* 31.

[21] Nur Apriani Nukuhaly, "Kemampuan Menulis Makalah Mahasiswa Jurusan Biologi Fakultas Tarbiyah IAIN Ambon dengan Strategi Pemodelan", *Jurnal Pendidikan Humaniora*, Vol.1, No.1 (2013).

[22] Indah Boedi Rahajoe, & Edy Rianto, "Kemampuan Menulis Puisi Melalui Pendekatan Kontekstual Anak Tunadaksa Kelas Kelas XI SMALB. PLB-FIP Universitas Negeri Surabaya", *Jurnal Pendidikan Khusus,* Vol. 3, No. 3 (2013).

ability in writing poetry after being given an action using a contextual approach increased with an average increase from 68% to 85%. It is concluded that contextual teaching and learning approach in Arabic academic writing skills is able to improve students' academic writing. They are able to learn from the context and their experiential learning.

Methodology

This research uses action research methods by conducting qualitative and quantitative methods. Qualitative method describes the activities and events during the study, thus they obtain the clear and complete intervention of the actions taken. Quantitative method is used to analyze learning outcomes or compare the student learning outcomes before, during, and after the actions that have been taken from pre-test and post-test.

This research started in February to June 2016 in 2015/2016 academic year. While the participants were 20 students from the sixth semester of State University of Jakarta in the academic year of 2015/2016. This research used Elliot model with seven stages in one cycle: identification of initial ideas, findings and facts analysis, general planning, action implementation, observation, evaluation, and reflection and improvement. The process of collecting data used test, observation, interview and questionnaire. The validity of data obtained by triangulation techniques has four criterions, namely: credibility, transferability, dependency, and conformability. Qualitative data were taken during the observation, action process, interview, and questionnaire. While quantitative data were taken from pre-test and post-test. The independent t-test technique was implemented to know the difference between students' Arabic academic ability before and after implementing CTL approach.

It is the way to ask the same thing with different techniques that are by interview, observation, and documentation. The validity of data through triangulation techniques has four criterions, namely: credibility, transferability, dependency, and confirmability.

Result and Discussion

There were several findings obtained from the three cycles of action research on improving Arabic academic writing skill through contextual teaching and learning approach. The findings of the study were summarized based on qualitative data sources from the observation of learning process that was conducted at each meeting from the first cycle until the third cycle and the quantitative data. Here is the result of the test;
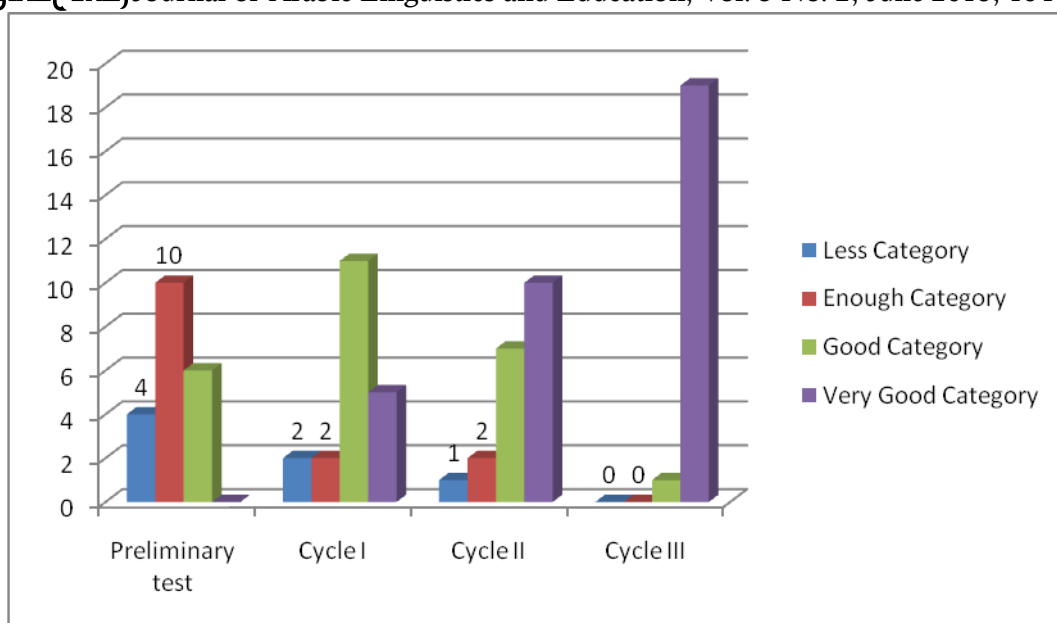
Graphic 1.
Result of the Test of each Category

The results of this study showed that the contextual teaching and learning approach has an impact on improving the Arabic writing academic skills. This could be seen from the increasing quality of the students' papers. In the initial (preliminary) test of 20 students, there were 4 students categorized as fewer (less) criteria or 20%, 10 students categorized as enough criteria or 50%, 6 students categorized as good criteria or 30%, and none of the students categorized as very good criteria. While in the final test of the cycle, there were 2 students categorized as less criterion or 10%, 2 students categorized as enough criteria or 10%, 11 students categorized as good criteria or 55% and 5 students categorized as very good criteria or 25%.

Furthermore, in the post-test of cycle II, there was 5% or fewer criteria, 2 students categorized as enough criteria or 10%, 7 students categorized as good criteria or 35% and 10 students categorized as very good criteria or 50%. While in the post-test of cycle III, there was 1 student categorized as good criteria or 5% and 19 students categorized as very good criteria or 95%.

The result of students' improvement in academic writing skills was taken from the post-test. Before the implementation of the action, the percentage of students' academic writing skills of VIII B class in the preliminary cycle had been only 65.3%. In the first cycle, students' academic writing skills showed an increasing percentage up to 73.3%. This meant that the students' skills were categorized into "good" because of the increase in applying contextual teaching and learning approach.

In the second cycle, students' academic writing skills increased to 77.4%. Based on the data, it could be concluded that the implementation of contextual teaching and learning approach in

the second cycle improved students' academic writing skills in the previous cycle. Furthermore, students' academic writing skill in the third cycle was classically increased up to 83,4%. It was very good criteria. When it viewed from the results of achievements in the second cycle, there was increasing students' academic writing skills. Furthermore, students' academic writing skills result in the third cycle was classically increased up to 83,4%. This value category was very good. When we observed the results of achievements in the second cycle, then there was increase of the student's academic writing skills.

In the process of improving academic writing skills through contextual teaching and learning approach, the research findings were obtained in three cycles. The findings of the study were summarized through qualitative data sources. They were taken from observation of learning process that was conducted at each learning meeting from the first cycle until the third cycle. After the research had reflected the learning process in the first cycle, it was found that learning activities designed and implemented through the contextual teaching and learning approach constructivism component arouse the passion of students learning. This could be seen from the components of students' observation during the learning process showing the students' focus on learning which was categorized as good, students' activeness, active work on tasks, editing activeness and timeliness to collect good tasks. However, it could not influence the result of improving the Arabic academic writing skills, either individually or classically.

The learning process in the second cycle was implemented through a contextual teaching and learning approach (CTL) to improve students' Arabic academic writing skills. CTL component used in this cycle was leaning community to improve students' Arabic academic writing skills. This learning model facilitated students to communicate in groups to exchange ideas and information. Application of learning community model pursued through the 5 groups of 4 students. Before the students started learning activities in the groups, the researchers had reviewed the material about the paper. The researcher had distributed papers containing the title and framework of the papers that students had previously made. Researchers explained again about the deficiencies that still occured in cycle I.

Based on the results of observations, it could be inferred that the process of improving the students' Arabic academic writing skills of the type of paper through the learning community model was very effective in fostering cooperation, motivation, self-confidence, independence and students' skill. Researchers and collaborators needed to do some phases. The first phase was to provide direct correction of student writing. The second phase was to assign students making varied academic writing. The third phase was to optimize the role of peer tutors in groups.

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The learning process in the third cycle implemented a contextual teaching and learning approach but it used a different model that was an authentic assessment model. The learning model was combined with the process approach. Learning activities began with dividing students into groups such as previous meetings. After that, the researcher asked for the results of the paper writing that had been written before to be analyzed by another group.

Learning steps at the first meeting of the third cycle were: (a) designing a written framework through group discussion, (b) submitting a writing framework to other groups to avoid similarity of the paper theme, (c) writing draft, (d) developing paper ideas, (e) writing a complete paper, (f) making inter-group corrections, (g) rewriting papers based on corrections from other groups, and (h) submitting the paper to the researcher. These learning stages, the process of improving the students' Arabic academic writing skill on the types of paper created good quality writing, high motivation and care students, great responsibility for the tasks assigned, and good communication and interaction in the discussions.

The following descriptions attempt to illustrate the improvement of students' Arabic academic writing skills that are expected, based on the components elaborated by the analysis in this study.

a. The idea Components

Student skill on deciding the components of idea in the preliminary test showed that student skill of all component which was recorded as the whole component (7 components) were far from the standard, which was only 66,50%. In the first cycle it increased to 76.75%, in the second cycle it was to 80.25%, and in the third cycle it was up to 84.8%. Based on these data, it can be interpreted that the use of contextual teaching and learning approach can improve students' skill in deciding the idea.

b. Organizing Components

In the initial test, students' skills of all components were recorded as a whole component (7 components) and the result values was far from the standard set that was only 66.50%. In the first cycle it increased to 75.75%, in the second cycle it was to 78.75 and in the third cycle it increased to 83.8%. Based on these data, it can be concluded that the use of contextual approach can improve student skill on organizing idea.

c. Word Components

In the initial test, students' skills of all components were recorded as a whole component (7 components) and the result values was far from the standard set that was only 72%. In the first cycle it increased to 76.33%. Meanwhile, the second cycle it increased to

78.33% and in the third cycle it was to 85%. Thus it can be argued that the use of contextual approach can improve students' skill on word selection.

d. Completed Sentence Component

In the initial test, students' skills of all components were recorded as a whole component (7 components) and the result values was only 72.67%. Then in the first cycle it reached 76%. In the second cycle experienced a very significant increase, which was to 79.67%, and in the third cycle it was 86.3%. Therefore it can be concluded that through a contextual approach, student skills on the arranging sentences can be increased.

e. Convention Components

In the initial test, students' skills of all components were recorded as a whole component (7 components) and the result values was only 49%. Then in the first cycle it reached 55%. In the second cycle it had a very significant increase, which was to 62%, and in the third cycle it was 72%. Therefore, it can be concluded that through contextual approach, student skill in regarding the component of the convention can be increased although it has not yet reached the significant criteria.

f. Opening Components

In the initial test, students' skills of all components were recorded as a whole component (7 components) and the result values was only 55%. Then in the first cycle it reached 64%. In the second cycle it experienced a very significant increase, that was to 70%. And in the third cycle it was 80%. Therefore, it can be concluded that through a contextual approach, student skills in writing the opening can be increased.

g. Content Components

On the initial test, students' skills of all components were recorded as a whole component (7 components) and the result values was only 64.33%. Then in the first cycle it reached 73.33%. In the second cycle it experienced a very significant increase, 78.33%, and in the third cycle it was 82.3%. Therefore, it can be concluded that contextual approach can increase student skills in regarding the content.

h. Closing Components

In the initial test, students' skills of all components were recorded as a whole component (7 components) and the result values was only 43%. Then in the first cycle it reached 59%. In the second cycle it increased significantly to 71%, and in the third cycle it was 81%. Therefore, it can be concluded that contextual approach can increase student skills on writing the closing.

Academic writing requires conscious effort and practice in writing, developing, and analyzing ideas. Students must have writing skills according to their mother tongue / first strategies, techniques and writing skills. Researches have shown that learners have the second language are quite different compared to learners whose first language is English.[23] Arabic academic writing learning has unique difficulties. Luchini and Rosello stated that the main challenge of language teaching is to develop students' language communication skills through various interventions prepared both spoken and written languages. This requires a variety of process of different types of learning activities of the learners which can contribute to develop learning skills to practice good language in different contexts.[24] Other research, Al-Asadi conducted a research on the impact of cultural imperatives on academic writing in the Arabic context. The purpose of this study was to determine whether Modified Integrated Models (MIMs) to expand and enrich the writing competence of undergraduate Iraqi writing skills to face academic writing challenges. The results showed that most of the intervention group students achieved argumentation writing quality compared with peers in the non-intervention group. [25]

The implementation of contextual teaching and learning approach (CTL) provides good influence in improving the academic writing ability. CTL is an alternative method in language learning. While at the time the learning process is still low innovative. The process of learning is still oriented to the teacher. Satriani, et.al., said that the current teaching process still uses a teacher-oriented approach. Teachers only transfer their knowledge to the students actively like filling the bottle fully with knowledge, although sometimes many of the students do not understand. Teachers are expected to find creative strategies to attract students' attention and write text. [26] The contextual approach can be implemented in conveying writing learning.

The result of research serves several limitations that are described as follows:

1. Limitations in submitting the material meaning there are some students who were absent when the material is being delivered.

2. In the implementation of the action, there are some students who have difficulty in understanding the concept of writing a good paper, and it did not mean a success as practically.

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[23] Zakia Ali Chand, "Language Learning Strategy Use and Its Impact On Proficiency in Academic Writing of Tertiary Students" *Procedia - Social and Behavioral Sciences,* Vol. 118 (2014).

[24] Pedro Luchini dan Analía Rosello, "Developing Learners' Oral Communicative Language Abilities: A Collaborative Action Research Project in Argentina", *The Journal of Asia TEFL,* Vol. 4, No.4 (2007).

[25] Sami Al-Asadi, "The Impact of Cultural Imperatives on Academic Writing In Arab Contexts", *European Scientific Journal edition,* Vol.11, No.31(2015).

[26] Intan Satriani,.el al, "Contextual Teaching And Learning Approach To Teaching Writing", *Indonesian Journal of Applied Linguistics,* Vol. 2, No.1(2012).

3. Limitations of research time due to the time in each meeting was only 100 minutes while the use of contextual approach in learning should have taken longer to get more optimal results.

Implications

Hence, the implication of the result of the study of the Arabic academic writing skills are:

1. The contextual teaching and learning (CTL) approach influences the process of critical thinking in writing skill.
2. CTL approach provides a new experience for the students.
3. CTL approach organizes the learning in a sequence.
4. CTL approach builds the students' cooperation in the class.

There was an effect of a contextual teaching and learning approach which increased Arabic academic writing skills. It could be investigated from the aspect of its assessment. The result of observation towards lecture activity proved that the process of teaching academic writing at the first meeting was very optimal. This could be seen from the number of responses given by collaborator who was in charge of observing up to 90%, meaning that it was more than good category. The lecture gave better treatment in Arabic academic writing skills teaching and learning process.

Conclusion

Students are able to understand the learning path and stages of academic writing, so they do not wasted time in the learning process and they are able to follow the exercises individually or

in groups. Students' general assessment has demonstrated optimal and significant improvements in writing skill. The results of Arabic academic writing skills indicate an increase from the first meeting to the next meetings in each cycle. There is a significant difference before and after applying the contextual teaching and learning approach to Arabic academic writing skill. It is as the result of cycles I, II, and III. Based on the results of these achievements, it can be concluded that students' academic writing skills increased significantly from cycle 1 to cycle 3. When it is compared with preliminary data, the study reveals that students' improvement in writing skill through contextual approach is 83,4%.

Acknowledgement

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