



The Effect of the CTL Learning Model on the Procedural Text Writing Skills of 7th-Grade Students

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ABSTRACT

This study aims to examine the effectiveness of the Contextual Teaching and Learning (CTL) model on the procedure text writing skills of seventh-grade students at MTs Darul Hikmah Pekanbaru. The research was conducted in the even semester of the 2023/2024 academic year. The method used was a quantitative quasi-experimental with a nonequivalent control group design. The population of this study was all seventh-grade students, with a sample of 54 students selected using a purposive sampling technique, divided into class VII J as the control class (N = 27) and class VII K as the experimental class (N = 27). Data collection instruments were in the form of procedure text writing performance tests (pre-test and post-test). Data analysis techniques utilized descriptive statistics and non-parametric hypothesis testing, namely the Mann-Whitney U Test and Wilcoxon Signed Ranks Test using IBM SPSS Statistics 25. The results indicated that the post-test mean score of the experimental class (83.30; high category) outperformed the control class (72.24; medium category). The Mann-Whitney U test proved a significant difference between the two groups ($Z = -4.121$; $p = 0.000 < 0.05$). Furthermore, the Wilcoxon test confirmed that the CTL model had a significant effect on improving students' writing skills ($Z = -4.479$; $p = 0.000 < 0.05$). In conclusion, the application of the CTL model is effective in substantively improving students' procedure text writing skills.

Keywords: CTL model learning model, writing skills, procedure text

INTRODUCTION

Education is a conscious and planned process designed to create a learning environment where students actively develop their potential. The quality of classroom teaching and learning activities is crucial to achieving educational goals; learning becomes more meaningful when students directly perceive the connection between subject matter and the realities of daily life (Zulhafizh & Permatasari, 2020:15). In the context of Indonesian language instruction, curriculum implementation involves various text-based activities that prioritize writing skills as a medium for indirect communication—conveying thoughts and information in written form (Feranti et al., 2021:731-

743). One highly strategic text-based competency for secondary school students is the ability to write procedural texts (Mustika, 2021:102). Writing procedural texts requires students not only to outline a sequence of activities but also to accurately master the text's structure and linguistic conventions (Budianti, 2018:33). To optimally achieve this writing competency, a teaching approach that links the material to students' real-life experiences is required; the Contextual Teaching and Learning (CTL) model is one such approach. However, classroom realities often reveal that instruction remains dominated by conventional, teacher-centered approaches. Teachers frequently position

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themselves as the primary source of information, while students act merely as passive recipients—a dynamic that fosters boredom and stifles critical thinking. This situation is evident among Grade VII students at MTs Darul Hikmah Pekanbaru. Preliminary interviews and observations with the Indonesian language teacher (Resti Fitriani, S.Pd.) indicate that the average score for procedural text writing among Grade VII students is only 65—falling below the school's Minimum Mastery Criterion (KKM) of 71—with 60% of students failing to meet the mastery standard. The absence of instruction linked to real-world contexts makes it difficult for students to logically sequence steps, select appropriate imperative verbs, and accurately apply text structures and punctuation. This primary issue is evident in both the control class (VII J) and the experimental class (VII K) at MTs Darul Hikmah Pekanbaru, necessitating a solution through the implementation of the CTL model. Based on the issues outlined above, the objectives of this study are: (1) to assess the procedural text writing skills of Grade VII students in the control class (without the CTL model) at MTs Darul Hikmah Pekanbaru; (2) to assess the procedural text writing skills of Grade VII students in the experimental class (with the CTL model) at MTs Darul Hikmah Pekanbaru; (3) to determine whether there is a significant difference in procedural text writing skills between the experimental and control classes at MTs Darul Hikmah Pekanbaru; and (4) to determine the significant effect of implementing the CTL learning model on the procedural text writing skills of Grade VII students at MTs Darul Hikmah Pekanbaru.

This study offers both theoretical and practical contributions. Theoretically, the findings are expected to enrich the body of knowledge in Indonesian language education, particularly regarding the development of the Contextual Teaching and Learning (CTL) model to optimize procedural text writing skills. Practically, for teachers, this study serves as a reference for selecting contextual teaching strategies; for students, it can enhance writing skills through relevant learning experiences; for

schools, it provides a basis for teacher training policies; and for other researchers, it serves as a scholarly reference for examining the CTL model in relation to other language competencies.

Theoretically, the Contextual Teaching and Learning (CTL) model is a learning concept that assists teachers in linking instructional material to real-world situations and motivates students to connect their existing knowledge with its application in daily life (Nababan, 2023:12). Furthermore, CTL helps students independently and actively grasp the meaning of lesson content within personal, social, and cultural contexts (Hasibuan, 2014:45). The implementation of CTL is supported by seven key components: constructivism, questioning, inquiry (discovery), learning communities, modeling, reflection, and authentic assessment (Telaumbanua et al., 2026:530). These seven components are developed through systematic steps that prioritize the meaningfulness of the student learning process (Rusman, 2016:210). The characteristics of the CTL pillars foster integrated interaction among students, teachers, and the environment (Al-Tabany, 2017:65). Additionally, contextual learning emphasizes the principles of direct experience-based learning ("learning by doing") and group collaboration ("learning in a group") (Ponidi et al., 2020:34). On the other hand, a procedural text is defined as a type of text that provides instructions or guidance for performing an activity according to the correct sequence of stages (Subarna & Dewayani, 2021:52). This text outlines a sequence of actions and objectives to ensure a task can be carried out effectively (Dede, 2023:18). The complete structure of a procedural text comprises a title, an objective, materials or tools, and the procedural steps (Andriyani & Razak, 2022:600). Kosasih (2021:77) reaffirms that the inclusion of a title, objective, tools and materials, and steps constitutes the defining structural integrity of a procedural text. Specifically regarding the "protocol" variant of procedural texts, the sequence of steps is flexible rather than rigid, yet the ultimate objective is still achieved (Suherli et al., 2021:88). Despite this flexibility, the instruc-



tions within a protocol-style procedural text must be organized logically and practically so that they are easy for the reader to implement (Mulyadi, 2021:15).

The effectiveness of implementing the CTL model has been demonstrated by several relevant prior studies. Sofia (2020) showed that the CTL model successfully improved students' skills in writing personal opinions, raising the average score from 60% to 78%. Adim et al. (2020) demonstrated a strong influence of CTL usage on students' learning interest (t -calculated $5.152 > t$ -table 2.042 ; $R^2 = 57.3\%$). Sembiring & Yusnaldi, E. (2025) confirmed an improvement in students' explanatory text writing skills, rising from 70.33% in Cycle I to 84.33% in Cycle II. Furthermore, Sawitri et al. (2024) found that CTL boosted motivation for writing; Marfuah & Ulfatun (2024) recorded student writing skill achievement reaching 84.5%; and Erni et al. (2020) indicated that CTL principles are effective in enhancing learning mastery. The novelty of this study, compared to previous research, lies in the experimental quantitative assessment of the CTL model's impact on the "protocol-type" procedural text writing skills of 7th-grade students at MTs Darul Hikmah Pekanbaru, spe-

cifically comparing learning outcomes between the experimental class (VII K) and the control class (VII J).

METHOD

This study employs a quantitative approach using a quasi-experimental method with a Nonequivalent Control Group Design.

This study was conducted at MTs Darul Hikmah Pekanbaru in September 2025. The study population consisted of all Grade VII female students at MTs Darul Hikmah Pekanbaru, distributed across 11 classes with a total of 278 students. Sampling was carried out using a purposive sampling technique based on the following criteria: teacher recommendations, comparable academic ability, instruction by the same teacher, and equal class sizes. The selected samples were Class VII K as the experimental group ($n=27$) and Class VII J as the control group ($n=27$).

Data collection was conducted through a performance test requiring students to write a protocol-style procedural text on the theme "Dormitory Activities." The writing test results were assessed using the analytical scoring rubric presented in Table 1.

Table 1
Assessment Rubric

Assessment Criteria	Indicator Criteria	Score
Title	Very specific and relevant to the text's theme and content	3
	Somewhat specific and relevant to the theme, but does not fully capture the overall content of the text	2
	The title is generic and only relevant to the theme; it does not reflect the content of the procedural text	1
Objective	Provides a clear introduction regarding the intended outcome	2
	States the intended outcome, but the explanation is unclear or overly brief	1

Assessment Criteria	Indicator Criteria	Score
Tools and Materials	Tools and materials are mentioned in general terms, though some details are incomplete.	2
	Tools and materials are mentioned only in broad outline, with many items omitted.	1
Steps	The steps are presented logically, systematically, and in an actionable manner, making them easy to follow while reflecting the protocol's flexibility.	4
	The steps are presented logically and in an actionable manner, but the protocol's flexibility is not clearly evident.	3
	The steps are systematic but lack sufficient detail for practical application (difficult to follow), or contain confusing phrasing.	2
	The steps lack a systematic structure and provide only a broad outline of the activities.	1
Spelling	Accurate use of capitalization, punctuation (periods, commas), and spelling throughout the text, with no writing errors (no typos).	3
	Capitalization and punctuation are applied correctly, though there are some inconsistencies in spelling and minor writing errors (a few typos).	2
	Frequent errors in capitalization and punctuation, as well as numerous writing errors that hinder the text's readability.	1
		15

All quantitative data obtained were processed using IBM SPSS Statistics software, version 25.

RESULTS

1. Procedural Text Writing Skills of Control Class Students

The measurement of initial (pre-test) and final (post-test) abilities in the control group aimed to identify the writing skill levels of students taught using the conventional approach. Descriptive statistics and the frequency distribution of the control class students' scores are summarized in Table 2.

Table 2
Descriptive Statistics and Frequency Distribution of Procedural Text Writing Skills (Control Class)

No.	Score	Criteria	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	< 50	Very Low	8	29.63%	0	0,00%
2	51 - 60	Low	12	44.44%	6	22,22%
3	61 - 80	Medium	7	25.92%	18	66,66%
4	81 - 90	High	0	0.00%	3	11,11%
5	> 91	Very High	0	0.00%	0	0,00%
Total			27	100%	27	100%
Mean				57.03%		72,24%
Category				low		midle

Based on the table above, the average pre-test score for students in the control class was 57.03, falling into the "low" category. The majority of students fell within the low (44.44%) and very low (29.63%) categories, with scores ranging from a minimum of 40.0 to a maximum of 80.0 and a standard deviation of 10.35. This low level of prior ability reflects common challenges in teaching procedural text writing, where students struggle fundamentally to organize ideas coherently, select appropriate vocabulary, and compose a logical sequence of instructions. In this context, the instructional process in the control class—which relied on a conventional approach—failed to stimulate students' intrinsic motivation. Instruction was teacher-centered, characterized by theoretical lectures and abstract explanations, while students acted merely as passive recipients of information. Consequently, their understanding of the social function and generic structure of procedural texts remained limited to rote memorization rather than being reinforced by independent practice in constructing meaning.

Following the implementation of conventional instruction over several sessions, the control class's average post-test score rose to 72.24—placing it in the "medium" category—representing an increase of 15.21 points from the initial score. The distribution of student performance shifted positively: the medium category became dominant (66.66%), 11.11% of students reached the "high" category, and no students remained in the "very low" category. This improvement demonstrates that conventional instruction—utilizing theoretical explanations and textbook-based exercises—still possesses fundamental merits. This approach has proven efficient in helping students systematically grasp the conventions of standard writing and the basic structure of procedural texts within a relatively short timeframe, particularly for students with above-average cognitive aptitude.

However, a deeper analysis reveals fundamental limitations inherent in this conventional instructional method. The linear and mechanical nature of the exercises—lacking direct engagement with real-world objects—hinders the optimal development of imperative sentence variety, the use of temporal conjunctions, and spelling accuracy. While students are able to complete writing tasks, their output tends to be monotonous and repetitive, merely mimicking the patterns found in the sample texts provided by the teacher. This limited scope for exploration results in the control group's average score

improvement stalling at a moderate level, yielding a modest gain (only 15.21 points). This underscores the fact that one-way knowledge transfer lacks the impetus needed to foster creative and adaptive writing proficiency.

2. Procedural Text Writing Skills of Experimental Class Students

Measurements in the experimental class aimed to assess the development of students' procedural text writing skills before and after the implementation of the Contextual Teaching and Learning (CTL) model. Details regarding descriptive statistics and the distribution of student score criteria for the experimental class are presented in Table 3.

Table 3
Descriptive Statistics and Frequency Distribution of Procedural Text Writing Skills in the Experimental Class

No.	Score	Criteria	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	< 50	Very Low	15	55,56%	0	0,00%
2	51 - 60	Low	10	37,03%	1	3,70%
3	61 - 80	Medium	2	7,40%	11	40,74%
4	81 - 90	High	0	0,00%	6	22,22%
5	> 91	Very High	0	0,00%	9	33,33%
		Total	27	49,65%	27	83,30%
		Mean		8,90		9,82
		Category		very low		high

Before the intervention was administered, the equivalence of initial ability between the experimental and control groups was assessed using Levene's Test for Homogeneity of Variance (based on the mean). The statistical analysis yielded an F-value of 1.334 with a significance level of $p = 0.253$ ($p > 0.05$). This empirically demonstrates that the data variances were homogeneous and that both classes possessed equivalent initial ability levels prior to the treatment.

As shown in Table 2, the experimental class's mean pre-test score was 49.65, falling within the "very low" category. The majority of students fell into the "very low" (55.56%) and "low" (37.03%) categories, with scores ranging from a minimum of 40.0 to a maximum of 73.3 (standard deviation of 8.90). This low initial achievement indicates that the students faced psychological and technical obstacles in writing (writer's block). When tasked with composing a procedural text, students struggled to begin the opening paragraph, had difficulty distinguishing between the materials section and the procedural steps, and frequently made grammatical errors. However, the situation changed significantly following the implementation of the CTL model. The experimental class's mean post-test score rose substantially to 83.30—placing it in the "high" category—representing an increase of 33.65 points. The distribution of student performance categories showed a marked improvement: 33.33% of students



achieved the "very high" category, 22.22% reached the "high" category, and 40.74% fell into the "medium" category, while only one student (3.70%) remained in the "low" category.

3. Difference in Procedural Text Writing Skills between the Experimental and Control Classes

To address the research question regarding the difference in procedural text writing skills between students in the experimental class (using the CTL model) and the control class (using the conventional method), a statistical difference test was conducted. Prior to hypothesis testing, a prerequisite analysis—specifically a normality test—was performed on the post-test data of both groups using the Shapiro-Wilk test. The results of the normality test are presented in Table 4.

Table 4
Results of the Post-test Data Normality Test (Shapiro-Wilk)

Kolmogorov-Smirnov			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.242	27	.000	.829	27	.000
.201	27	.001	.835	27	.001
.151	27	.117	.929	27	.064
.205	27	.005	.938	27	.109

a. Lilliefors Significance Correction

Based on Table 3, the Shapiro-Wilk test results indicate that the control class post-test data are normally distributed, as the significance value is $p=0.064$ (>0.05). However, the experimental class post-test data yielded a significance value of $p=0.001$ (<0.05), indicating a non-normal distribution. Since one of the sample groups violated the normality assumption, the use of a parametric test (Independent Sample t-Test) would no longer adhere to statistical testing standards. Consequently, the comparative hypothesis analysis was methodologically shifted to non-parametric statistics using the Mann-Whitney U Test. The statisti-

cal calculation results for the difference test are presented in Table 5.

Table 5
Difference Hypothesis Test Results (Mann-Whitney U Test)

Test Statistics ^a	
	Learning_Outcomes
Mann-Whitney U	130.000
Wilcoxon W	508.000
Z	-4.121
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on Table 4, the Mann-Whitney U value obtained was 130.000, with a Z-value of -4.121 and an Asymp. Sig. (2-tailed) value of 0.000. Since the significance value is substantially lower than the 0.05 significance level ($0.000 < 0.05$), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_i) is accepted. This statistical conclusion scientifically demonstrates a highly significant difference in procedural text writing skills between experimental class students (using the CTL model) and control class students (using the conventional approach) at MTs Darul Hikmah Pekanbaru.

The methodological strength of this test is evident in the researcher's appropriate selection of a non-parametric test when the normality requirement was not met. This ensures that the conclusions drawn regarding the differences are free from statistical bias caused by deviations in data distribution. The discussion of this significant difference aligns with the theoretical framework of constructivism in language education. As emphasized by Elmustian et al. (2024), writing instruction based on constructivist principles requires students to actively construct their own knowledge through environmental observation, rather than merely receiving information transferred from the teacher. CTL instruction provides students with a stronger cognitive framework for elaborating ideas, selecting conjunctions, and logically structuring

the writing sequence. This accounts for the fact that the experimental class's average post-test score (83.30) significantly outperformed that of the control class (72.24).

However, a limitation of this comparative analysis lies in the scope and constraints of the research sample. The study involved only two parallel classes comprising a total of 54 students at a single school site: MTs Darul Hikmah Pekanbaru. This limited scope necessitates caution when attempting to generalize these comparative findings to other schools. Variations in students' sociocultural backgrounds, the availability of supporting facilities, and the school atmosphere could influence the magnitude of the difference in learning outcomes if the approach were implemented in a different setting.

4. The Effect of Implementing the CTL Model on Procedural Text Writing Skills

To examine the existence and magnitude of the effect of implementing the Contextual Teaching and Learning (CTL) model on the improvement of procedural text writing skills in the experimental class, a paired analysis was conducted comparing pre-test and post-test scores. Given that the post-test data were not normally distributed, the hypothesis regarding this effect was tested using the non-parametric Wilcoxon Signed Ranks Test. The SPSS calculation results are summarized in Table 5.

Table 5
Results of Hypothesis Testing on the Effect
(Wilcoxon Signed Ranks Test)
Test Statistics^a

	Experimental Class Pre-Post-test
Z	-4.479 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The analysis results in Table 5 show a Z-value of -4.479 with a significance level (Asymp. Sig. 2-tailed) of 0.000, which is less than 0.05. This statistical decision conclusively rejects the null hypothesis (H₀) and accepts the alternative hypothesis (H_i), confirming that the implementation of the CTL learning model has a significant positive effect on improving the procedural text writing skills of Grade VII students at MTs Darul Hikmah Pekanbaru.

DISCUSSION

The significant impact of the CTL model can be explained theoretically and by its implications through the synergy of seven key components integrated into the learning process: Constructivism (students build foundational knowledge of procedural texts through direct engagement with contextual problems, allowing them to independently grasp the text structure); Inquiry (the systematic process of discovering linguistic rules hones students' critical thinking in identifying material verbs and appropriate sequence markers); Questioning (dialogic interaction between teacher and students—and among students themselves—clarifies the ideas intended for the written draft); Learning Community (group discussions provide opportunities for peer feedback regarding content completeness and the structural validity of the text being drafted); Modeling (the teacher provides concrete examples, offering a clear picture of the expected quality standards for procedural texts); Reflection (reviewing the lesson at the end helps students identify writing obstacles they encountered and discover solutions); and Authentic Assessment (evaluation focuses directly on the actual written product and the student's writing process, rather than merely on objective cognitive test scores).

Findings regarding the model's effectiveness align with the arguments of Yanthi et al. (2024), who state that language instruction integrating exploratory experiences and active student construction fosters meaningful improvements in writing



skills. The authentic experiences gained by students during the CTL process proved effective in overcoming language barriers, enriching vocabulary, and enhancing the overall structural coherence of procedural texts.

However, the analysis of the model's impact reveals limitations concerning the role of the educator. Substantial improvement in writing skills within the experimental class relies heavily on the teacher's proficiency and readiness to facilitate the implementation of the CTL (Contextual Teaching and Learning) framework. Successfully conducting group discussions, guiding inquiry-based activities, and providing authentic feedback demands a high level of pedagogical competence. If the CTL model is implemented by educators who lack a solid understanding of the essence of contextual learning, student engagement may become unfocused, potentially diminishing the model's effectiveness in enhancing writing skills. Consequently, the success of this model hinges on the commitment and adequate facilitation skills of the educators implementing it.

CONCLUSION

Based on the overall quantitative data analysis and the discussion presented, this study yields four main conclusions that precisely address all the formulated research questions. First, the procedural text writing skills of students in class VII J (the control group)—taught using a conventional approach—fell into the low category during the pre-test (mean score: 57.03) and improved to the medium category during the post-test (mean score: 72.24), representing an increase of 15.21 points. Second, the procedural text writing skills of students in class VII K (the experimental group) were in the very low category during the pre-test (mean score: 49.65) prior to the intervention; following the application of the Contextual Teaching and Learning (CTL) model, they experienced rapid improvement, reaching the high category in the post-test (mean score: 83.30), an increase of 33.65 points. Third, there is a highly significant difference in procedural text writing skills between the

experimental group students (taught using the CTL model) and the control group students (taught using the conventional approach) at MTs Darul Hikmah Pekanbaru. This fundamental difference is evidenced by the non-parametric Mann-Whitney U Test results, which yielded a Z-value of -4.121 and an Asymp. Sig. (2-tailed) value of 0.000 (<0.05), with the experimental group's final scores clearly outperforming those of the control group. Fourth, the implementation of the CTL learning model is proven to have a significant positive impact on improving the procedural text writing skills of Grade VII students at MTs Darul Hikmah Pekanbaru. This substantive impact is confirmed by the Wilcoxon Signed Ranks Test results, which yielded a Z-value of -4.479 and an Asymp. Sig. (2-tailed) value of 0.000 (<0.05). Integrating the seven syntax elements of Contextual Teaching and Learning (CTL) proved successful in helping students connect linguistic knowledge with authentic experiences in their environment, thereby effectively overcoming writing obstacles.

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