

THE EFFECT OF APPLYING CONTEXTUAL LEARNING MODELS IN LEARNING WRITING NARRATIVES AT SMP KARTIKA XXI MAKASSAR

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ABSTRACT

This research uses quantitative research methods with experiments. Using a *one group pre-test post-test* design. The data analysis used was the T-test with results showing that it was 0.841 and the t-table was 0.684. Because $t\text{-count} \geq t\text{-Table} = 0.841 \geq 0.684$ and it can be concluded that H_0 it is rejected and H_1 based on the criteria of significant examiner rules which say if $t\text{-Count} \geq t\text{-Table}$ then H_0 it is rejected and H_1 accepted which means it can be influenced by the application of the Contextual learning model in learning to write narratives and if $t\text{-Count} < t\text{-Table}$ then H_0 it is accepted and H_1 rejected, meaning there is no influence on the application of the contextual learning model in learning to write narratives at SMP Kartika XXI Makassar .

Keywords: contextual learning model, narrative writing

INTRODUCTION

Writing as an aspect of language skills is something that is very important to teach to students because writing skills have become an unavoidable need to fulfill daily needs related to writing activities.

By writing, it is hoped that students will be able to express ideas clearly, logically, systematically, according to the context and communication needs. A problem that is often raised in composition lessons is the lack of ability of students to use Indonesian well and correctly. This can be seen in inappropriate word choices, less effective sentences, difficulty expressing ideas due to difficulty choosing words or making sentences, even a lack of ability to develop ideas regularly and systematically, in addition to spelling errors (Sabarti Akharga et al, 1996: v).

Until now, most teachers still carry out learning using a conventional approach, teaching writing using the lecture method with assignment techniques. The teacher determines several titles/topics, then assigns students to choose one title as a basis for writing. The priority is the product in the form of writing. Discussion of essays is rare. With this learning model, students experience difficulties in writing because they have to comply with the title/topic that has been determined by the teacher. This means that students' creativity cannot develop optimally. In essence, writing difficulties

are related to what to write and how to express it in written form. The negative impact of this learning model is the lack of student motivation to write so that students' writing skills are low. The explanation above suggests that writing skills need to be improved. To improve it, teachers must improve their teaching approaches.

Contextual learning with this method will open up students' minds to find their ideas in real life and can improve their writing skills. Students will be given the opportunity to construct their own knowledge to relate it to the real world so that what they learn can be understood.

One way to overcome the lack of success in learning to write is to carry out therapy with classroom action research (Classroom Action Research). With classroom action research, teachers will gain practical benefits, namely that they can clearly understand the problems that exist in their class and how to overcome those problems. In this way, teachers can improve their learning process in the classroom consciously and well planned. With classroom action research, the quality of teaching is better, improving the quality of service in teaching so that the performance of teachers and students will also increase. Apart from that, teachers will be encouraged to become more professional.

METHODS

In this research the author used experimental research with a quantitative approach. According to Arikunto (2010), "experimental research is a way to look for a causal relationship (causal relationship) between two factors that are deliberately generated by the researcher by eliminating or reducing or setting aside other disturbing factors." In this study, researchers used an *experimental research design*, which used one experimental class and did not use a control class. The research design used, namely *one group pretest-posttest*, is an experimental group that is given an initial test (*pretest*) and then given learning treatment using the writing learning model in the learning process in class VII which is then carried out again (*posttest*) after the learning process is carried out.

FINDINGS AND DISCUSSION

Findings

In accordance with the type of research carried out, the results of this research are the results of quantitative experiments. The quantitative experimental results referred to in this research are the results expressed in the form of numbers that measure whether there is a significant positive influence in the application of the contextual learning model on improving the learning outcomes of class VII students at SMP Kartika XXI Makassar.

Table 1. Narrative Writing Ability Score Before Using the Model
Contextual Learning

No	Sample	Category				Amount
		Title	Diction/	use a sentence effective	Spelling And Sign Read	
		30	25	25	20	
1	S1	30	20	15	15	80
2	S2	30	20	19	10	79
3	S3	30	12	20	15	77
4	S4	30	15	15	10	70
5	S5	30	18	20	15	83
6	S6	30	20	20	15	85
7	S7	30	15	15	10	70
8	S8	30	15	15	10	70
9	S9	30	20	15	10	75
10	S10	30	15	15	12	57
11	S11	30	20	20	15	85
12	S12	30	19	20	15	84
13	S13	30	15	20	10	75
14	S14	30	15	22	10	77
15	S15	30	17	22	10	79
16	S16	30	10	10	6	56
17	S17	30	13	10	8	61
18	S18	30	10	15	10	65
19	S19	30	15	16	15	76
20	S20	30	14	7	18	69
21	S21	30	20	15	15	80
22	S22	30	18	23	15	86
23	S23	30	5	7	5	47
24	S24	30	20	15	10	75
25	S25	30	8	6	6	50
26	S26	30	20	15	15	80
Amount						1891

Table 2. Classification of narrative writing ability scores before using the contextual learning model

No	Classification of initial test scores Ability to write narratives	Frequency	Percentage
	Score above 80	10	34.83%
	Score below 80	16	65.17%
	Amount	26	100.00%

Table 3. Narrative Writing Ability Score After Using the Model
Contextual Learning

No	Sample	Category				Amount
		Title	Diction/ use a sentence effective	Spelling And Sign Read		
		30	25	25	20	
1	S1	30	25	15	20	90
2	S2	30	20	19	15	84
3	S3	30	23	25	15	93
4	S4	30	22	20	19	91
5	S5	30	18	21	20	89
6	S6	30	25	24	20	99
7	S7	30	20	15	15	80
8	S8	30	15	25	20	90
9	S9	30	20	19	15	84
10	S10	30	20	20	19	89
11	S11	30	25	25	20	100
12	S12	30	25	20	20	95
13	S13	30	25	20	20	95
14	S14	30	23	22	17	92
15	S15	30	25	22	20	97
16	S16	30	20	20	16	86
17	S17	30	25	10	17	82
18	S18	30	25	15	19	89
19	S19	30	25	25	20	100
20	S20	30	15	15	18	78
21	S21	30	20	20	15	85
22	S22	30	18	23	19	90
23	S23	30	25	23	19	97
24	S24	30	25	18	20	93
25	S25	30	18	20	17	85
26	S26	30	20	15	17	82
	Amount					2335

Table 4. Classification of Narrative Writing Ability Values After
Using the Contextual Learning Model

No	Classification of initial test scores Ability to write narratives	Frequency	Percentage
	Score above 80	25	94.18%
	Score below 80	1	5.82%
	Amount	26	100.00%

Table 6 above, it can be seen that learning using the learning model has an effect, namely that students' ability to write narratives gets better and

more people get scores above 80 compared to those without using the contextual learning model.

Table 7. Percentage of Earning Average Values Before and After Using the Contextual Learning Model

No	Material Value	Grade Average
	Material before using the model	72.73%
	Contextual learning	
	Material after using the model	89.80 %
	Contextual learning	

Table 7 above can be seen that research without using the contextual learning model obtained an average score (72.73%), whereas with the application of the contextual learning model students obtained an average score (89.80%), Based on the table above it can be concluded that in the learning process Using a contextual learning model is more effective than without implementing a contextual learning model.

Table 8. Value Results Without Using the Implementation of the Learning Model and Value Results Using the Contextual Learning Model

No	No Model Deployment Contextual Learning	Model Implementation Contextual Learning
1	80	90
2	79	84
3	77	93
4	70	91
5	83	89
6	85	99
7	70	80
8	70	90
9	75	84
10	57	89
11	85	100
12	84	95
13	75	95
14	77	92
15	79	97
16	56	86
17	61	82
18	65	89
19	76	100
20	69	78
21	80	85
22	86	90

23	47	97
24	75	93
25	50	85
26	80	82

DISCUSSION

Pre-Test

In the initial test the score obtained by the research subject was 69.76. Based on the results of analysis of assessment data in the ability to write narratives in class VII students at SMP Kartika XXI Makassar, it is less effective without implementing the contextual learning model. However, there are differences and changes in results after implementing the contextual learning model, with this there are still many students who are less able to express their ideas in written form. in the initial test (Pretest) .

The title of the story above is "Vacation to Grandfather and Grandmother's House" is appropriate to the content, because the author tells the story of knowing the experience of vacationing at his grandparents' house. Researchers gave a score of 30 .

There are several wastes of words in the story above, namely in the sentence "The holiday has arrived, my family and I went on holiday to my grandfather and grandmother's house by car". It is better if the words with "and boarding" should not both be used, because they have the same meaning. Correction: "Day "The holidays have arrived, my family and I went on holiday to my grandparents' house by car," the researcher gave a score of 12. There are many errors in placing punctuation marks and incorrect use of capital letters. The use of sentences in the story above is not effective because there are still many words that are less interesting .

Post-Test

Before being given the final test, the researcher provided treatment, namely applying a contextual learning model. on the ability to write narratives in class VII students of SMP Kartika XXI Makassar. Application of contextual learning models in the learning process to train students to be responsible, think critically, and train students' abilities in writing narrative essays.

Based on the research results, an overview of students' writing work was obtained which was directly observed by the researcher when the teaching and learning process took place in the classroom while conducting research. After giving the researcher treatment gave a final test to determine whether there was an influence on the application of the contextual learning model in learning to write narratives for class VII students at SMP Kartika XXI Makassar. This influence is measured based on the scores obtained by students from the initial test (before treatment) and the final test scores (after treatment). The title written is in accordance with the content of the story

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described, namely talking about a dirty house yard. The researcher gave a score of 30. The choice of words is easy to use. The contents of the story above are well understood by readers, because there are no confusing words. There are several errors in spelling and placement of punctuation marks in the story above. As in the sentence "There are lots of dry leaves and plastic trash. They are very happy because our dirty house is clean. There should be lots of dry leaves and plastic trash. They are very happy because our dirty house is clean. In the narrative above, the aspects are quite good with sentences that are not difficult to understand and are very effective. The researcher gave a score of 25.

CONCLUSION

Based on the research results, it can be concluded that the contextual learning model applied has an effect on the ability to write narratives of class VII students at SMP Kartika XXI Makassar. This can be seen from the comparison of the averages for class. The average pretest result obtained was (72.73%) while the average posttest result obtained was (89.80%).

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