

**APPLICATION OF CONTEXTUAL METHODS TO IMPROVE
SHORT SHORT WRITING ABILITY FOR CLASS IX STUDENTS OF
JUNIOR HIGH SCHOOL**

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Abstract

Writing is an activity to express ideas, ideas or opinions and solve problems through written language media. Short stories are works of fiction that are fictitious, narrative or short storytelling (the storyline is solid while the background and flashbacks are alluded to in passing). Because of its short form, short stories demand a concise narrative, not to specific details that are "less important" and are more protracted. The purpose of this study was to improve the ability to write short stories through students' contextual methods. The research method used in this research is the classroom action research method. Data collection techniques were carried out by giving tests, observations and documentation. The data analysis techniques used are: 1) Test data analysis 2) Observation Result Data (Observation) Documentation Result Data 3) Documentation Result Data, The data source of this research is the making of this student short story which will be the main study of the author. The results of this study concluded that there were 7 students who completed the first cycle and 25 students who completed the second cycle, the application of contextual methods to students' short story writing contains many benefits for readers by animate the students' writing spirit.

Keywords: Application, Contextual, Short Story Writing.

1. INTRODUCTION

Education is a means to change human behavior and mindset from not knowing to knowing, from being unable to being able, and from not having skills to having skills. In formal education, Indonesian language learning aims to improve students' language skills in communicating both orally and in writing.

Writing skill is one of the basic skills that support the success of a student at all levels of education. In addition, writing is a complex and creative process. Writing skills also have a function and role in developing students' cognitive aspects related to creativity, analysis, and imagination as stated by Wibowo in his research (2016: 3). In writing a good essay, several things are required regarding the content of the writing, linguistic aspects, the ability to use spelling, diction or word choice, and the ability to arrange sentences correctly.

In the short story, a piece of the life of a character is narrated which is full of conflict, full of touching or fun events, and contains an impression that is not easily forgotten. When students can write short stories in an interesting way, students are able to pour their imaginations and feelings into short stories. However, the reality that appears in the field, students seem less able to express these imaginative ideas and feelings. This fact is supported by research that has been carried out by Mahardika (2016) with the title "Improving Short Story Writing Skills by Using Synectic Learning Models and Short Film Media in Class X Students of SMAN 1 Piyungan". Stating the observation data that learning to write short stories is less attractive to students because students find it difficult to express their ideas.

Learning activities to write short stories are still experiencing some problems. Andayani (2017:112) revealed these problems, namely, (1) students still have difficulty in developing writing ideas, (2) students still have difficulty in describing the plot, characterizations, and background of the story, (3) students still experience linguistic problems, namely it is still difficult to utilize the structure of the Indonesian language and vocabulary, (4) the lack of attractiveness of the learning media used during learning.

Another obstacle is also expressed by Saputro (2017: 193) that in learning to write short stories there is a gap between the demands of the world of learning to write short stories and the conditions in the field. The occurrence of this gap can be caused by various factors, including (1) the packaging factor for short story appreciation learning objectives, (2) planning for learning to write short stories, (3) strategies in learning to write short stories, (4) the obstacles and efforts of teachers in learning to write short stories.

Writing short stories certainly requires critical, logical, and systematic reasoning. This plays a role in honing the creativity of students. Learning to write short stories will stimulate students' sensitivity to their creativity. Students' creativity is needed when students are asked to write a short story. Students will create experiences that students have experienced or that students just see or hear and improvise with students' imaginations so as to create a literary work. Furthermore, Kartini (2017: 52) explains that short story writers use elements of linguistic creativity to express thoughts into sound symbols (language).

In this regard, variations and approaches are needed in the learning process to write short stories that are able to hone students' creativity. This is in line with Ariani's opinion (2015: 2) which reveals that variations and approaches in learning are very important to achieve a certain skill. In this case, the teacher plays an active role in creating various variations in learning and approaches that are able to

lead students to achieve the expected goals. Teachers as presenters of material to students must be able to convey the material to be discussed with appropriate and interesting methods and media (Wahyuningsih, 2017: 133).

In general, in official situations, learning to write short stories still relies on conventional classical learning with strategies, approaches, and learning methods that have not been able to cultivate productive thinking habits and practice. Even in general, education in Indonesia is still dominated by classes that focus on the teacher as the main source of knowledge. Lectures will be the main choice in determining learning strategies and often ignore students' prior knowledge. This resulted in students less involved in learning activities. Students' activities are just sitting, silent, listening, taking notes, and memorizing so they tend to get bored quickly and lazy to learn.

Based on the observations of researchers at SMP IT dr. Tengku Hanafi on the process of learning Indonesian in the classroom, it is known that teachers still use textbooks in the learning process in the classroom. This causes students to experience boredom in the learning process, this problem is because the media books used by teachers in learning cannot arouse students' imaginations in thinking, so students find it difficult to issue their ideas.

For that we need a learning approach that empowers students. One of the lessons that empower students and hone students' creativity is contextual learning. Contextual Learning or Contextual Teaching and Learning (CTL) is a learning concept that helps teachers relate the material being taught to students' real world situations. CTL also encourages students to make connections between the knowledge they have and its application in their lives. Therefore, this contextual learning will indirectly hone the creativity of students in learning activities.

CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects to the context of their daily lives, namely to the context of their personal, social, and cultural circumstances. To achieve this goal, contextual learning has eight components, namely, 1) making meaningful connections; 2) do significant work; 3) conduct self-regulated learning; 4) cooperate; 5) critical and creative thinking; 6) personal care of students; 7) achieve high standards; and 8) using authentic assessment.

In addition, contextual learning also involves seven principles of learning, namely, constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.). By utilizing these seven principles in contextual learning, students' creative processes in writing short stories can be explored and grown properly.

From the explanations and observations above, it can be concluded that contextual learning is suitable for learning short story writing skills in schools. This is because contextual learning emphasizes the process of full student involvement to be able to find the material being studied with real-world situations so as to encourage students to be able to apply it in their lives. Contextual learning will also guide students creatively and systematically in writing short stories so as to reduce students' difficulties in expressing their ideas or ideas into written form.

Based on this background, the researcher suspects that contextual learning can improve students' short story writing skills. For this reason, researchers are interested in conducting research with the title "Improving Short Story Writing Skills with Contextual Learning Methods for Class VII Students of SMP IT dr. Tengku Hanafi".

2. METHODSTUDY

This research includes type of classroom action research (CAR). Hopkins (in Komalasari, 2013: 271) says that CAR is research that combines research procedures with substantive action, an action taken in the discipline of inquiry, or a person's attempt to understand what is going on, while being involved in a procedure for improvement and change. The action is given by the teacher or by direction from the teacher carried out by students.

This research will be carried out at SMP IT dr. Tengku Hanafi, whose address is at Jalan Negara Medan - Tebing Tinggi Km 47.5 No.20 Sei Buluh Kec. Perbaungan, Kab. Serdang Bedagai, Prov. North Sumatra. The reasons for choosing the school as the research site are (1) the researcher already has a fairly good relationship with the teachers there, especially the teachers who teach Indonesian Language and Literature; (2) researchers are familiar with the characteristics of teachers and how to teach them; and (3) the school has never been used as an object of similar research so as to avoid the possibility of re-examination.

This research will be carried out offline by observing and implementing health protocols. This research starts from the preparation stage to reporting the results of research carried out for 3 months, from May to July 2021. For more details, details of time and types of research activities can be seen in the following table. This study uses research instruments.

Penelitian ini menggunakan dua bentuk instrumen, yaitu tes dan nontes. Dengan teknik pengumpulan data yaitu : Instrumen Tes, Lembar Observasi, Dokumentasi. Analisis data dalam penelitian ini dilakukan secara kuantitatif dan kualitatif. Analisis data secara kuantitatif dilakukan pada data hasil tes yang berupa angka atau numerik, sedangkan analisis data secara kualitatif dilakukan pada data hasil nontes yakni hasil dari pengamatan (observasi), dan dokumentasi. Adapun penelitian terdahulu yang menjadi acuan dalam penelitian ini, yaitu:

1. Research conducted by Mastini (2016). The research is entitled, "Improving Short Story Writing Skills Through Experience-Based Learning Methods and Audiovisual Media in Junior High Schools". Through methods based on personal experience and audiovisual media, Mastini's research has increased.
2. Research conducted by Mahardika (2016) with the title "Improving Short Story Writing Skills Using Synectic Learning Model Assisted by Short Film Media in Class XD Students of SMA Negeri 1 Piyungan". The results showed that there was an increase in the implementation of the learning process on student activity during learning. Each research uses different media and techniques and produces different improvements, but efforts to improve short story writing still need to be developed and carried out in various ways. One way to improve the ability to write short stories in students that the writer will do is to use contextual learning methods.

3. RESULTS AND DISCUSSION

In this section, data from research results from the Application of Contextual Methods as an Effort to Improve Short Story Writing Skills in Class VII SMP IT dr. Tengku Hanafi Perbaungan TA. 2021/2022. Action data, findings, and reflections were obtained through tests and observations. The data for each cycle is presented separately, aiming to see the similarities, differences, changes, and the development of the flow of each cycle. Using contextual methods in learning to write short stories is an integral part of the complete learning process of each cycle. Learning to write short stories through contextual methods as a process includes (1) learning planning, (2) learning implementation/actions, (3) research observations, and (4) action reflection.

The descriptive analysis of the score of learning to write short stories uses the application of contextual methods as an effort to improve the ability to write short stories in class VII SMP IT dr. Tengku Hanafi Perbaungan Academic Year 2021/2022 can be seen in the following table.

Table 1. Statistics of Student Short Stories Scores in Cycle I

Statistics	Statistical Value
Subject	30
Ideal Score	100
Highest Score	82.5
Lowest Score	50
Total score	1965
Average Score	65.5

If the student's learning scores for making short stories are grouped into 4 categories (interval class), then the frequency distribution is obtained as follows:

Table 2. Frequency distribution of the percentage of students' short story scores in Cycle I

Value Interval	Category	Frequency	Percentage (%)
0-74	Low	23	76.7%
75-84	Currently	7	23.3%
85-95	Tall	-	0%
96-100	Very high	-	0%
Amount		30	100%

Based on tables 4.2 and 4.3, it can be concluded that the average score of student learning outcomes for class VII SMP IT DR. Tengku Hanafi Academic Year 2021-2022. A total of 65.5 are in the low category. Furthermore, it can be concluded that of the 30 students who were the research subjects, 23 students (76.7%) scored in the low category, while 7 students (23.3%) scored in the medium category.

Based on the results of research on the process and results of student learning tests with short story writing material through two cycles using the contextual method above, there was an increase in the average score of the short story writing ability test results for seventh grade students of SMP IT DR. Tengku Hanafi for the 2021-2022 Academic Year after giving the action.

In the first cycle, the average score was 65.5 of the ideal score that might be achieved, which is 100. The highest score is 82.5 and the lowest is 50. If the students' short story writing ability test scores are grouped into four categories, then the frequency and percentage distributions are obtained, namely there are 23 students in the low category with a percentage of 76.7%, there are 7 students in the medium category with a percentage of 23.3%, then for students who are in the high and very high category with a percentage of 0%. There are 23 students (76.7%) who have not completed and 7 students (23.3%) who have completed the short story writing test. The percentage of completeness of the student learning outcomes test is still considered insufficient to achieve the performance indicators of this study, namely if the score is 75 (KKM) from the ideal score of 100,

The process and results obtained in the first cycle are considered not optimal. This is because there are still students who are less active and motivated in participating in the learning process, as evidenced by the observation sheet and the low results of students' short story writing tests with an average score of 65.5 out of an ideal score of 100. After the first cycle ended, the researchers continued to cycle II. The results of learning Indonesian using the contextual method in cycle II there was a significant increase. Judging from the average score of 30 students, which is 80.16 of the expected ideal score is 100. The highest score is 92.5 and the lowest is 67.5. If the student's short story writing ability test scores are grouped into four categories,

then the distribution of frequency and percentage is obtained, namely there are 5 students in the low category with a percentage of 16.7%, there are 15 students in the medium category with a percentage of 50%, then 10 students who fall into the high category with a percentage of 33.3% and very high with a percentage of 0% . It can be seen that from 30 grade VII students of SMP IT DR. Tengku Hanafi in the 2021-2022 academic year, there were 5 students (16.7%) who had not achieved the KKM score and 25 students (83.3%) who were declared complete in the short story writing test, so that in the second cycle it was considered complete in learning to write short stories using the contextual method.

The results of observations of student activities in cycle II increased more than cycle I. The learning process took place effectively, as seen from student enthusiasm, student confidence, student motivation, and student activity. In addition, learning also takes place in a fun and relaxed manner so that it fosters student interest in writing short stories as shown by the average score of students in cycle II, which is 80.16. Thus, it can be concluded that there is an increase in the learning process to write short stories in class VII SMP IT DR. Tengku Hanafi Academic Year 2021-2022.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the learning process and the ability to write short stories using the contextual method in class VII SMP IT DR. Tengku Hanafi for the 2021-2022 academic year has increased with the following description.

- a. The results of observations in cycle I showed that the learning process was still less effective. Students are less enthusiastic in participating in the learning process, some students also pay less attention to what is explained by the teacher. This condition is caused by the fact that students do not fully understand the material presented by the teacher. In addition, there are still many students who talk and do other activities during the learning process.
- b. The results of observations in cycle II showed an increase in the learning process as seen from student enthusiasm, student confidence, student motivation, and student activity in participating in learning. In addition, learning is also effective, fun, and relaxed so that it fosters student interest in writing short stories. Overall, at the end of the second cycle, all aspects and criteria for learning to write short stories using the contextual method experienced a significant increase.
- c. The ability to write short stories of students from cycle I to cycle II has increased. This can be seen in the first cycle, the average score is 65.5 with the highest score of 82.5 and the lowest being 50. While in the second cycle, the average score is 80.16 with the highest score of 92.5 and the lowest 67.5.
- d. Students' knowledge in writing short stories also increased from cycle I to cycle II. From the previous one in the first cycle the percentage of complete learning was 23.3% with 5 students out of 30 students, but in the second cycle the learning completeness percentage increased to 83.3% with 25 students from 30 students.

5. SUGGESTION

Based on the results of the discussion and conclusions obtained from this study, the researchers put forward some suggestions as follows.

- a. Teachers are expected to use contextual methods as an alternative in short story writing subjects to improve learning outcomes and activate students in the learning process.
- b. It is hoped that future researchers who will study a similar formulation can develop this research by examining learning using contextual methods in more depth.
- c. To other researchers who intend to conduct research related to learning using contextual methods can make research results

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