

APPLICATION OF ICT BASED CONTEXTUAL APPROACH TO IMPROVE WRITING SHORT STORY SKILL AND LEARNING INTEREST OF SENIOR HIGH SCHOOL STUDENTS

By Teti Sobari

**APPLICATION OF ICT BASED CONTEXTUAL APPROACH TO
IMPROVE WRITING SHORT STORY SKILL AND LEARNING
INTEREST OF SENIOR HIGH SCHOOL STUDENTS**

Evi Susanti¹, Juarni², Teti Sobari³

¹IKIP Siliwangi

¹evisusanti2499@gmail.com ²pribadianiek@gmail.com³ ,teti-sobari@ikipsiliwangi.ac.id

Abstract

The research is a quasi- experimental research which background is the low motivation of short-story writing eleventh grader high school students. The purpose of this research is to review students short-story writing ability using ICT-based contextual approach and normal approach. The random sample choice in this research in the students of eleventh grader of SMA Padalarang students with 30 sample students for experiment class and 28 students sample for control class. Based on data sample processing using SPSS 22 for windows from result of data processing obtained the significance value is 0,02 because the significance value >0,05 then is rejected, result show that the learning using ICT-based contextual approach is better than normal leaning.

Keywords: Writing, short stories, contextual, ICT

PRELIMINARY

Education is the highest milestone to face the digital and millennial era. There must be a good cooperation between teacher and student to create an excellent education. One of efforts to upgrade the students' competence is by giving them knowledge and writing skill.

Writing is one of ways to express ideas and it becomes a creation or even masterpiece. According to (Wikanengsih, 2013) that writing is thinking activity related to thinking logically. Language usage in writing is thinking activity that effects the action.

(Tarigan, 2013b) has the same opinion that "Writing is a language skill used to communicate undirectly, writing is a productive and an expressive activity". Therefore, writing is activity to transfer skill by doing undirectly communication.

Writing activity at school demands the students to express their ideas in order to transfer their skills or talents into a writing hand. This writing activity must be supported by theory provision and motivation from their teachers and also the balance between soft skills and hard skills of the students. (Wikanengsih, 2013). Writing short story lesson allow the students to have a fantasy and express their ideas into a writing hand. It can develop their interest in learning. However, it is just unfortunate if they create something without a basic literature theory.

(Ruseffendi, E., 2010). There are some mistakes that may cause the students' difficulty to learn, they are : the teachers, the presentation, the method, the visual aids/games. Therefore, beside the teachers' role, an appropriate class process and method are also needed. As well as the opinion of (Syamsi.K, 2012) that appropriate method is one of the ways to develop the students' motivation in class so that it will be easy for them to finish their writing activity. Motivation from the teachers are very helpfull for the students to raise their creativity and their school grades. One of the main skills that has important role in life and human development is creativity based on intellectual skill.(Sukmadinata, 2011).

Revised Kurikulum 2013 launched by the government is text based curriculum which in this curriculum the approach concept of Bahasa Indonesia is a synthesis of three approaches, they are scientific, pedagogic genre and CLIC. It allows the students to be more active in class and are able to understand, to implement and to develop their way to think logically and to respond the class material objectively. The final achievement or goal of a learning process is an increase.

The approach that can help the students to upgrade learning innovation is contextual approach. "Contextual approach is learning approach that connects the material learned by the students daily in their real life, it is in family, school or society environment, with the goal to find the meaning of that material for their life". (Komalasari, 2013). Contextual approach is also a learning related to certain circumstances.

According to the problem above, the writer offers ICT based contextual learning. With this approach, the students may connect the learning with the things happen in real life by using ICT tool Indonesia

interactively. According to (Sanjaya, 2006) this model of learning is a learning strategy that emphasizes the process of the students' involvement completely to find the material they learn and they connect it with situation in real life, so that motivates them to be able to implement it in their life. It is hopefully by being supported by technology and information, the difficulty of writing short story can be solved by using ICT tools as learning aid or the other tools that can develop the students' interest in class. Therefore, learning of writing short story will be carried out effectively.

Writing is one of language skills possessed and used by human kind as undirect communication tool among them. (Syamsuddin, 2011). (Tarigan, 2013a) has the same opinion that writing is language skill used to communicate undirectly, not face to face, writing is also a productive and an expressive activity. According to (Zainurrahman., 2013), practice is the main key to

achieve success to be noted “able to write well”. (Wikanengsih, 2014) conveyed that writing is thinking activity related to logical thinking which has the same opinion with (Sobari, 2012) that writing is a multitechnique and a unique activity which demand knowledge and skill. Refers to the statements above, it is concluded that writing is expressing ideas in mind into a skill activity to support creativity.

One of writing activity of the students is writing short story. Short story is short narrative (less than 10.000 words) which has dominant single impression and focus on one character in one situation. Short story is story in short form. The length of a story tends to be relative. However, in general, a short story is a story which takes ten minutes or a half hour to read it. The number of the words are about 500-5.000 words. Because of that, sometimes a short story means a story can be read while one time sitting. (Kosasih, 2014).

According to (Tarigan, 2013a), a short story is writing activity of an author to express his/her thought, so it can be enjoyed by the readers without taking much time. (Nurgiyantoro, 2012) conveyed that short story is a fiction creation built by building factors, they are intrinsic and extrinsic factors.

Referring to the experts’ statements, it is concluded that writing short story is critical thinking activity in expressing ideas, so it will produce a creation can be enjoyed by the readers. Contextual teaching and learning/CTL is a holistic process of education and has a goal to motivate the students to understand the meaning of the materials they learn by connecting them with daily context (personal, social and cultural context), so the students own flexible knowledge/skill can be applied or transfered to another context. (Heriawan, A., Darmajari, & Senjaya, 2012).

“CTL (contextual teaching and learning) is learning concept that emphasizes the relation between learning material with the real life of the students, so the students will be able to connect and implement their competence in their life. Contextual teaching and learning/CTL is learning strategy that emphasizes the process of the students’ involvement completely in finding material and its relation in learning process”. (Hartono.J, 2014).

Therefore, in this research, CTL is a study concept which in a class the teacher presents a real life situation and motivates the students to make a relation between the knowledge they have with its implementation in their life. In CTL class, the students are demanded to be actively involved in every learning process. According to (Susilawati, 2014), contextual learning contains seven phases, they are :

- a. Constructivism, is building process or constructing new knowledge of the students' cognitive based on experience through their active involvement during the learning process.
- b. Experiencing, is learning to find the material themselves to understand, trying to find and creating new thing from what they have learned.
- c. Questioning, encouraging the students to find the materials they learn themselves through some questions.
- d. Learning community, learning is a collaboration process in groups, sociable learning.
- e. Modeling, the students practice the abstract concept in concrete way.
- f. Reflection, the students analyze their own experiences, so they can conclude their learning experiences.

g. Authentic assessment, assessment of the learning process from the beginning until the end. ICT based learning is a learning that uses the media as learning tool. Constructivism is CTL basic thought emphasizes that learning is not about memorizing or remembering knowledge but also a learning process which in the students mentally active construct their knowledge based on their own knowledge structure. Constructivism emphasizes how important it is.

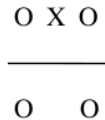
(Sahid, 2011) classified the sample of learning tool/aid, traditional tools are included (whiteboard, text books, handout, module, LKS, concrete objects, OHP, video tape or movies, teachers etc), mass media (newspaper, magazine, radio, television, cinema, etc), and latest ICT based learning tools (computer, CD DVD, interactive video, internet, multimedia system, video conference, etc). Meanwhile the classification of

- a. Visual media
The tools that display information in visible and readable form, such as pictures, photos, graphics, diagrams, schemes, posters, cartoons, comics, books, etc.
- b. Audio media
The information presented can be heard only, such as radio, podcast, language laboratory, MP3, etc.
- c. Projected still media
A projector is needed to present the information into unmoved images, such as Power Point, micro film, etc.
- d. Projected motion media
A projector is needed to present the information into moving images, such as film, television, video (VCD, DVD, VTR), computer, etc.

METHOD

This research is a quasi-experimental method treated in one group of experiment and group of control. These two class groups are treated in different way. The experimental group is treated with contextual method while the control group is not specifically treated.

The research design is seen below:



O = Pretest/posttest of writing short story skill.

X = ICT based contextual approach learning.

A = Random class sampling.

RESULT AND DISCUSSION

Results

This research was treated in three steps, they are pretest, treatment and posttest and in two classes, experiment class and control class. The experiment class is grade XI IIS 4 and the control class is grade XI IIS 3. Preparing the lesson plan was done before doing the class. It consists of lesson plan (RPP), LKS, pretest and posttest.

The result of analyzing the pretest showed that : From normality test is sig 0,164 for contextual method and sig 0,200 for ordinary learning. From homogeneity test is sig 0,295 and from t test is sig 0,009. So, the conclusion is :

1. From the normality test result above, the significance for contextual method of writing short story skill is 0,164 which means $\text{sig} > 0,05$, so H_0 is refused and H_1 is accepted. It means that the data is normal distribution. And the significance for ordinary learning is 0,200 which means $\text{sig} > 0,05$, so H_0 is refused and H_1 is accepted. It means that the data is normal distribution. The test was continued to homogeneity test because both of the data was normal distribution.
2. From the variance homogeneity test, if significance $\geq 0,05$, it means that the sample homogeneous distribution and if significance $< 0,05$, it means that the data is not

homogeneous. According to the result above, the significance for pretest of writing short story skill is 0,295 which means that writing short story skill using contextual method and ordinary method have the same variance (homogeneous), so it was continued to T test (parameter test).

3. From the average significance, if significance $> 0,05$, so H_0 is refused (different variance), it is known that the significance is 0,009. The H_0 is accepted because the significance is over than 0,05. So, the conclusion is there is not any difference between the pretest of writing short story skill using contextual method and ordinary method. The next step is processing the posttest.

From the result of analyzing posttest data, the normality test is sig 0,005 for contextual method and sig 0,200 for ordinary method, and from Mann Whitney test is sig 0,002. Therefore, the conclusion is :

1. From the normality test refers to the data above, significance of writing short story skill using contextual method is 0,005 means sig $< 0,05$, so H_0 is accepted and H_1 is refused. It means that the data is not normal distribution, while significance for ordinary method posttest is 0,200 means sig $> 0,05$. It means that H_0 is refused and H_1 is accepted, so the data is not normal distribution. Because of they are not normal distribution, so it was continued to parameter test (Mann Whitney).
2. It is known that significance is 0,002. Because it is $< 0,05$, so H_0 is refused. The conclusion is there is a difference between writing short story skill posttest using contextual method and ordinary method. It means that there is a raise of the writing short story skill score after contextual method is given.

Discussion

This result is in compliance with (Ariani, 2013) which concluded that contextual approach has a great effect to the students' learning process because it is accordance with concept and characteristic of learning process in concrete, so the students may apply it in their life. It is also in compliance with (Kristiyani, 2009) that the application of contextual approach is able to improve the quality of Bahasa Indonesia learning. (Majid, 2014) has the same opinion that contextual learning is a learning concept that helps teachers to relate between the material they teach and the real life situation. Besides that, motivation and interest are ones of factors effect learning achievement. Motivation and interest is the most important thing in learning (Kristiyani, 2009).

The result above is in compliance with writer's observation in experiment class. The students, in fact, are more enthusiastic about learning writing short story because of the effect of contextual method, so there is a raise of the students' interest in writing. While in control class, the students are less enthusiastic about learning because of ordinary method used.

CONCLUSION

The writing short story skill of senior high school students using ICT contextual based approach is better than those using ordinary method learning.

BIBLIOGRAPHY

- Ariani. (2013). The Effect of Cooperative Learning Techniques (Nht & Tps) On Students' Reading Comprehension Viewed From Different Text Types in SMA Negeri 2 Singaraja. Ganesha University of Education Singaraja.
- Hartono.J. (2014). *Metode Penelitin Bisnis (Salah Kaprah dan Pengalaman- Pengalaman)*.
- Heriawan, A., Darmajari, & Senjaya, A. (2012). Metodologi Pembelajaran Kajian Teoritis Model, Pendekatan, Strategi, Metode, dan Teknik Pembelajaran. *Prosiding Seminar Nasional Pendidikan Dasar Membedah Anatomi Kurikulum 2013*.
- Komalasari, K. (2013). *Pembelajaran Kontekstul Konsep dan Aplikasi*. Bandung: Refika Adiatama.
- Kosasih, E. (2014). *Jenis-jenis Teks Dalam Mata Pelajaran Bahasa Indonesia SMA/MA/SMK*. Bandung: Yrama Widya.
- Kristiyani. (2009). Penerapan Pendekatan Kontekstual Untuk Meningkatkan Keterampilan Menulis Laporan Siswa Kelas VIII SMP.
- Majid. (2014). *Strategi Pembelajaran*. Bandung.
- Nurgiyantoro, B. (2012). *Pengkajian fiksi*. Jakarta: Gadjah Mada University Press.
- Ruseffendi. E. (2010). *Dasar-dasar Penelitian Pendidikan dan Bidang Non-Eksakta Lainnya*.
- Sahid. (2011). *Jurnal Jurusan Pendidikan Matematika FMIPA UNY*.
- Sanjaya, W. (2006). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana.
- Sobari, T. (2012). Penerapan Teknik Siklus Belajar Dalam Pembelajaran Menulis Laporan Ilmiah Berbasis Vokasional di SMK. *Jurnal Semantik*, 1(1), 17–41.
- Sukmadinata, S. (2011). *Metode PenelitiannPendidikan*. Bandung: Rosdakarya.
- Susilawati. (2014). *Belajar dan Pembelajaran Matematika*. Bandung: Insan Mandiri.

- Syamsi.K. (2012). Model Pembelajaran Menulis Berdasarkan Pendekatan Proses Genre Bagi Siswa SMP. *Litera*,11,(2) 288-296.
- Syamsuddin. (2011). Dari Ide, Bacaan, Simakan. Menuju Menulis Efektif (p. 29).
- Tarigan, H. G. (2013b). *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Wikanengsih. (2013). Model Pembelajaran Neorolinguistic Programing Berorientasi Karakter Bagi Peningkatan Kemampuan Menulis Siswa SMP. *Jurnal Pendidikan*, 1(2), Hlm. 177–186.
- Wikanengsih. (2014). Penilaian Portopolio Berbasis Gaya Belajar Siswa Dalam Mata Pelajaran Bahasa Indonesia Sebagai Implementsi Penilaian Kurikulum 2013. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 14(1), 122.
- Zainurrahman. (2013). *Menulis Dari Teori Hingga Praktik (Penawar Racun Plagiatisme)*. bandung: Alfabeta.

APPLICATION OF ICT BASED CONTEXTUAL APPROACH TO IMPROVE WRITING SHORT STORY SKILL AND LEARNING INTEREST OF SENIOR HIGH SCHOOL STUDENTS

ORIGINALITY REPORT

1%

SIMILARITY INDEX

PRIMARY SOURCES

1 www.scitepress.org
Internet

18 words — 1%

EXCLUDE QUOTES	ON	EXCLUDE MATCHES	< 9 WORDS
EXCLUDE BIBLIOGRAPHY	ON		