



Application of Contextual Teaching and Learning (CTL) Methods in Improving the Ability to Write Description of Students of Class VII SMP Negeri 14 Tanralili Maros Regency

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Abstract.

This study aims to improve the ability to write descriptive essays through the Contextual Teaching and Learning (CTL) method in class VII SMP Negeri 14 Tanralili Maros. The type of research used is classroom action research which is carried out in two cycles, namely cycle I and cycle II consisting of planning, implementation, observation, and reflection stages. The subjects of this study were class VII students, a total of 35 students. The object of research is the ability to write descriptive essays through the Contextual Teaching and Learning (CTL) method. Data collection techniques in this study are tests, observations, and interviews. The analysis technique in this study uses quantitative and qualitative analysis. The results showed that learning to write descriptive essays using the Contextual Teaching and Learning (CTL) method could improve the writing skills of grade VII students. The increase in students' attitudes and activities during the learning process of writing descriptive essays increased. The average value of the ability to write descriptive essays in the first cycle was 49.40% while the increase in the average value of the ability to write descriptive essays in the second cycle increased by 81.51%. Thus, it can be concluded that the application of the Teaching and Learning (CTL) method in improving the ability to write descriptive essays for class VII students of SMP 14 Tanralili Maros has been categorized as very good.

Keywords: *Contextual Teaching and Learning (CTL), Writing Description*

INTRODUCTION

Indonesian is one of the subjects that has an important role in the world of education. Indonesian material is divided into four aspects, namely listening, speaking, reading, and writing. The four language skills are in fact related to one another, meaning that one aspect is closely related and requires the involvement of other aspects. These four are referred to as single chess or 4 sets of language skills. One aspect with another is closely related, interdependent and cannot be separated.

The linguistic aspects of listening, speaking, reading and writing skills are interconnected in various ways and the four skills are presented in an integrated manner. Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing skills are given last after listening, speaking and reading skills. Teaching writing skills to students is not easy. A prospective teacher should have a good ability to teach writing skills to students, so that they can convey the ideas, ideas or information they receive in written form. Therefore, students' writing skills need to be given continuously and planned (Tarigan: 2008: 3).

Writing skills have a very large role in life. In this writing activity, students are required to be active in expressing the ideas they have in mind. The words used will become a sentence and the sentences will become a paragraph. Complete paragraphs will later become an essay. The finished essay must be appropriate and interconnected so that it can be read and understood. Therefore, writing is closely related to writing skills.

Based on the results of initial observations made by research, writing ability is still low, especially in class VII students of SMP Negeri 14 Tanralili Maros. The cause of the low writing in class VII students at SMP Negeri 14 Tanralili Maros is a lack of interest in writing, feeling bored, and bored in class. As for other things that affect low writing, namely the methods used by teachers still use lecture, discussion, and assignment methods. This is what causes the low writing ability of students in class VII SMP Negeri 14 Tanralili Maros.

Researchers offer Contextual Teaching and Learning (CTL) learning models to improve students' writing skills, especially writing descriptive essays. Because the Contextual Teaching and Learning (CTL) method is a

holistic learning process and aims to help students understand the meaning of the learning material they are studying by associating the material with the context of their daily lives (personal, social and cultural contexts), so students have the knowledge / skills that can be flexibly applied (transferred) from one problem / problem context / other contexts.

RESEARCH METHODS

Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together. (Arikunto: 2012: 3) This classroom action research (PTK) was carried out using a collaboration model, namely collaboration between researchers and friends, in this case the class teacher. Researchers are directly involved in all research processes, resulting in collaboration between researchers and class teachers. The subjects of this research were class VII students of SMP Negeri 14 Tanralili Maros, with a total of 35 students, consisting of 25 girls and 15 boys. While the object of this research is the application of the Contextual Teaching and Learning (CTL) method to improve the ability to write descriptive text.

The data collection technique is a conscious effort to collect data that is carried out systematically, with standardized procedures. Data collection was carried out through tests, questionnaires, observations, interviews, behavior scales, or documentation. Data analysis in this study uses qualitative and quantitative descriptive analysis methods. The purpose of this analysis is to make a systematic description of factual and accurate data regarding the facts and relationships between the phenomena investigated or researched. Analysis that uses data that will be made alone or made in groups.

Students' writing ability test scores were obtained from the following calculations:

There are four criteria for the values obtained

$$\frac{\text{Name of student skor yang diperoleh siswa}}{\text{Test Results}} \times 100$$

No	Intervals	Criteria
1	86-100	Very good
2	71-85	Well
3	56-70	Enough
4	41-55	Not enough

5	0-44	Very good
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To find out the achievement of student completeness, the scores obtained are classified according to the minimum completeness criteria (KKM) of students of SMP Negeri 14 Tanralili Maros with the following criteria.

Table 2. Minimum Completeness Criteria

Minimum Completeness Criteria (KKM)	Criteria
≥ 76	complete
≤ 76	Not yet

To find the overall average value of students in the class using the formula for the average (Mean) single data as follows:

Informasi (mean) student scores average value

$$M = \frac{\sum x}{N} \times 100$$

N = A lot student

Observational data obtained are then calculated and averaged. The results of the average score at the end of cycle I compared to II, if there is an increase, it can be obtained that the application of the Contextual Teaching and Learning (CTL) method to improve students' ability to write descriptive essays can increase.

RESEARCH RESULTS AND DISCUSSION

Research result

Cycle I consisted of 2 meetings. At the 1st meeting the teacher explained about the material for writing descriptive essays and the meaning of descriptions. At the 2nd meeting the teacher invites students to hold discussions exchanging information on the results of making a descriptive essay outline that was made at the previous meeting, to become a complete and unified descriptive essay.

a. Meeting I

1) Planning

At the planning stage the teacher determines the indicators that will be implemented in the learning process of meeting I cycle I, namely

students understand essay descriptions and develop essays. These indicators were determined by research with collaborator teachers, namely class VII teachers.

The research compiled a Learning Implementation Plan (RPP) in collaboration with class VII teachers. This lesson plan contains plans for learning activities based on the material that will be delivered by the teacher, namely the material for writing descriptive essays. Then the research compiled observation sheets on the learning process of writing descriptive essays using the Contextual Teaching and Learning (CTL) method. This observation sheet is used as a guide to the implementation of the Contextual Teaching and Learning (CTL) method in learning to write descriptions.

2) Implementation

a) Initial activity

The teacher then conditioned students to accept the lessons given by the teacher.

b) Core activities

The teacher explains to students about the material to be learned, namely about descriptive essays, students pay attention or listen to what is conveyed by the teacher.

c) Closing Activities

To close learning at the first meeting of cycle I, the teacher concludes and gives a moral message to students related to the learning material that has been studied. The teacher evaluates the implementation of learning.

b. Meeting II

1) Planning

In the activity the researcher compiled a Learning Implementation Plan (RPP) in collaboration with class VII teachers. This RPP contains plans for learning activities that will be carried out at the 2nd meeting of cycle I.

2) Implementation

a) Initial activity

In the third hour students enter the classroom. The teacher then conditioned the students to accept the lesson and then did apperception by asking students about the descriptive text.

b) Core activities

The teacher holds discussions with students about learning that is more meaningful by seeking and finding new knowledge for themselves from the material to be studied. The teacher gives the task of compiling a descriptive

essay according to what they have observed before.

c) Closing activities

To close learning at the 2nd meeting of cycle I, students were assisted by the teacher to conclude the material they had learned. The teacher gives a moral message to students related to the learning material that has been studied.

3) Observation

Observations made in cycle I included two meetings. From the two meetings, the teacher had not carried out all the activities in the observation sheet. Observations are carried out simultaneously with the ongoing learning process using the observation sheets that have been made.

Table 3. The results of the average score for writing essays describing class students VII Public Middle School 14 Tanralili Maros Cycle I

No	Student's name	Criteria for Assessment Text Description					Total score
		1	2	3	4	5	
1	vv	20	15	9	10	5	59
2	AA	25	10	9	10	4	58
3	AR	15	10	10	10	4	49
4	AH	15	9	9	9	4	46
5	AM	15	9	9	8	3	44
6	US	25	10	9	7	3	54
7	AR	20	12	20	15	4	71
8	CH	15	8	10	8	5	46
9	CB	15	10	9	9	4	47
10	DM	30	20	20	15	4	89
11	DW	25	10	9	10	4	58
12	FA	15	10	10	9	2	46
13	FC	20	10	10	9	4	53
14	J.N	15	7	10	8	3	43
15	ka	25	10	9	10	3	56
16	LP	20	10	10	8	3	51
17	MG	30	20	20	15	5	90
18	YR	10	7	5	4	2	28
19	MA	15	9	10	9	1	44
20	MF	20	10	9	10	5	54
21	MI	15	9	9	9	3	45
22	MH	20	10	10	9	4	53
23	Mr	25	10	10	10	2	57
24	NA	15	9	9	9	2	44
25	NS	20	10	10	9	4	53

26	NZ	17	15	10	7	2	51
27	RD	9	3	4	5	0	21
28	RF	9	8	9	8	5	39
29	RH	15	8	10	8	2	43
30	RE	15	10	10	9	3	47
31	BC	15	9	9	9	2	44
32	SZ	15	9	9	9	3	45
33	SP	20	10	9	10	4	53
34	UK	15	12	10	10	4	51
35	ZH	15	10	9	12	5	51
Amount		59	34	34	315	11	17.29
Average		0	2	4		0	
		1.68	9.77	9.82	9.00	3.14	49.40%

4) Reflection

The teacher reflects on the students after the activity of writing descriptive essays using the Contextual Teaching and Learning (CTL) method. Reflection activities are carried out so that students do not feel bored and burdened by the learning material for the descriptive essays they are doing. The purpose of this reflection is also done so that students can have fun and are ready to continue further learning.

Cycle II

Based on the reflection of the actions in cycle I, it is necessary to carry out actions in cycle II. This was done to improve the learning process which was less than optimal in cycle II. Cycle II consists of 2 times. In the 1st meeting the teacher explained the material about writing descriptive essays. At the 2nd meeting develop the essay into a good descriptive essay.

The learning activities carried out in cycle II will be described by researchers as follows:

a. Meeting I

1) Planning

In the planning stage of cycle II, the results of reflection in cycle I were compiled. The researcher prepared a Learning Implementation Plan (RPP) in collaboration with the class VII teacher. This lesson plan contains plans for learning activities based on the material that will be delivered by the teacher, namely the material for writing descriptive essays.

Researchers compiled observation sheets for learning to write descriptive essays using the Contextual and Teaching and Learning (CTL) method. This observation sheet is used as a guideline for observing the implementation of

the Contextual Teaching and Learning (CTL) method in writing descriptive essays.

2) Implementation

a) Initial activity

The teacher then conditioned the students to accept the lesson and then did apperception by asking students about descriptive essays.

b) Core activities

The teacher conducts discussions but still works individually by students about their daily lives and students will develop them into a complete and coherent essay.

c) Closing activities

To close learning at the 1st meeting of cycle II, students are guided by the teacher to conclude learning and the teacher gives moral messages to students related to the learning material that has been studied. The teacher evaluates the implementation of learning.

b. Meeting II

1) planning

In this activity the researcher compiled a Learning Implementation Plan (RPP) in collaboration with the class VII teacher. This RPP contains a plan of learning activities that will be carried out at the meeting of 2 cycle II.

Then the researcher compiled observation sheets for learning to write descriptive essays using the Contextual Teaching and Learning (CTL) method. These observation sheets were used as guidelines for observing the implementation of the Contextual Teaching and Learning (CTL) method in learning to write descriptive essays.

2) Implementation of Meeting II

a) Initial activity

In the third hour students enter the classroom. The teacher then conditioned the students to accept the lesson and then did apperception by asking students about the descriptive text.

b) Core activities

The teacher asks students to form groups that have been previously determined and the teacher asks groups that have not yet demonstrated their work to move forward. The other students pay attention to the presentation of the group that comes forward to provide information.

c) Closing activities

To close learning at the 1st meeting of cycle II, students are guided by the teacher to conclude learning and the teacher gives moral messages to students related to the learning material that has been studied. The teacher evaluates the implementation of learning.

3) Observation

Observations were made at each meeting in each cycle. The results of observations at each meeting are used for reflection at the next meeting. Furthermore, the results of observations at each cycle (2 meetings) are used for reflection on the actions of the next cycle.

In the learning process of the second cycle of the first meeting, there were still some students who were less active and responsive in learning. Students also have not fully interacted well with the teacher or the group. However, in the second cycle of the first meeting, more students started to be active than in the first cycle of learning.

Furthermore, at the second meeting of cycle II, almost all students were active and responsive to the descriptive essay learning material. Students are more active in groups, more confident, and enthusiastic in groups. Only less than four students are less active in learning.

Table 4. The results of the average score for writing essays describing class students VII SMP Negeri 14 Tanralili Maros Phase II Cycle

No	Stu den t's na me	Criteria for Assessment Text Description					Tot al sco re
		1	2	3	4	5	
1	vv	35	20	20	15	5	95
2	A A	20	20	20	15	4	79
3	AR	20	10	20	15	4	69
4	AH	35	20	20	15	5	95
5	AM	20	20	20	10	5	85
6	US	25	20	20	20	4	89
7	AR	30	20	20	20	5	95
8	CH	20	20	15	15	5	75
9	CB	20	20	20	15	4	79
10	DM	20	20	20	15	5	80
11	DW	20	20	20	15	5	80
12	FA	25	20	20	15	4	84
13	FC	35	20	20	15	5	95
14	J.N	35	20	20	10	5	90

15	ka	35	20	20	15	5	95
16	LP	35	15	25	20	5	100
17	MG	35	15	25	20	5	100
18	YO UR	20	20	20	15	5	80
19	MA	20	20	20	15	5	80
20	MF	20	15	15	15	5	70
21	MI	20	15	15	15	5	70
22	MH	20	20	20	15	4	79
23	Mr	25	20	20	15	5	85
24	NA	20	20	20	15	4	79
25	NS	20	20	20	20	5	85
26	NZ	30	20	20	20	5	95
27	RD	20	15	15	10	5	85
28	RF	25	15	20	10	5	85
29	RH	35	20	20	20	5	100
30	RE	20	20	20	15	5	80
31	BC	20	15	15	15	5	70
32	SZ	35	15	25	20	5	100
33	SP	20	20	20	20	5	85
34	UK	35	20	20	15	5	95
35	ZH	20	20	20	20	5	85
Amount Average	87	620	660	505	158	28.	
	5					53	
	2.	1.77	1.8	1.4	4.5	81.	
	50		9	5	1	51	

4) Reflection

This reflection activity is intended as input material for cycle planning. Reflection in cycle II was carried out by researchers and class VII teachers. The purpose of this reflection activity is to discuss what are the obstacles in the implementation of cycle II. As for the results in terms of process observation and observation of results in learning to write descriptive essays using the Contextual Teaching and Learning (CTL) method.

At the first meeting the obstacles in cycle I were resolved. Students were active in asking questions related to descriptive essays, students were active in digging up information as material for writing descriptive essays. The teacher provides opportunities for students to gather information. At the end of the meeting the students and the teacher reflected, namely concluding learning from the beginning to the end of the lesson. In cycle I students did not dare to conclude learning, but in cycle II students dared to conclude learning from beginning to end.

DISCUSSION

The test results for writing descriptive essays using the Contextual Teaching and Learning (CTL) method for class VII students of SMP Negeri 14 Tanralili Maros in cycle I mean the average score for writing essays for students is 49.40%. The results of the reflections that have been carried out in cycle I are (1) the majority of students' mistakes in writing descriptive essays are grammar and writing, (2) students are not brave enough to ask questions, this certainly makes it difficult for the teacher to find out how far students understand the material. descriptive essay, (3) at the end of the meeting, students have not been able to conclude what has been learned from the beginning to the end of the lesson, (4) the teacher does not coordinate students properly when making observations so that when making observations it takes too much time,

The learning outcomes of writing descriptive essays using the Contextual Teaching and Learning (CTL) method for class VII students at SMP Negeri 14 Tanralili in cycle II increased by 81.51%. Based on the results of the value of writing descriptive essays in cycle II. The increase in students' scores and interest in writing descriptive essays through the application of the Contextual Teaching and Learning (CTL) method was in the very good category so there was no need to proceed to the next cycle. It can be concluded that the skills of writing descriptive essays through the application of the Contextual Teaching and Learning (CTL) method for class VII students of SMP Negeri 14 Tanralili have increased.

CONCLUSION

Based on the results of research and discussion of the data that has been collected through this research, it can be concluded that learning to write descriptive essays through the application of the Contextual Teaching and Learning (CTL) method can improve the ability to write descriptive essays for class VII students of SMP Negeri 14 Tanralili Maros. The improvement in the ability to write descriptive essays for class VII students of SMP Negeri 14 Tanralili Maros occurs in the following processes: (1) students are given the premise that students will learn more meaningfully by seeking and finding new knowledge for themselves from the material being studied, (2) carrying out inquiries, (3) developing students' curiosity by asking questions, (4) creating conditions so that students can discuss and work together within and in groups, (5) presenting the

model as an example of learning, in this study the model used is the environment around the school (6) reflecting at the end of the meeting, and (7) assessing the process and results. The results of increasing the ability to write descriptive essays in class VII students of SMP Negeri 14 Tanralili Maros cycle I 49.40% increased to 81.51% in cycle II.

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