

WRITING SKILLS ENHANCEMENT USING THE CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH IN JAYAPURA

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ABSTRACT

Writing becomes a thing less desirable of a good response from the students. Therefore, this study tries to improve the skills of the renewal of the students write a paragraph arguing through contextual teaching and learning approach (CTL). This study used by qualitative and quantitative method. Data collection techniques in this research just for every student can learn the process of writing paragraphs argument, which is learning in the first cycle, the first cycle and second cycle. Results showed that students can learn strategies for paragraphs argument with contextual teaching and learning approach (CTL). This approach as an alternative to paragraphs of argument, so hopefully students will be more interested in writing and more expected to reduce the saturation of students. This study can range the writing skills concepts with the first cycle, second cycle and third cycle. Hopefully, this study have a good purpose that can reproduce the method and strategy in learning to write, learning activities that can create interesting and not boring, can develop skills of Indonesian language and literature teacher.

Keywords: writing, learning, Contextual Teaching and Learning (CTL)

Introduction

Learn of Indonesian language and literature directed by students that can communicate in writing. According to Tarin (2007: 12) says that learning language skills that students need to be achieved, namely listening skills, speaking skills, reading skills, and writing skills. Write an integral part in the whole process of learning experienced by students during their studies at school. Thus, the main role of the teacher is to motivate students in the learning process of writing. Teaching and learning activities designed to follow the principles of the educational, the activities focused on the activities of active students in constructing meaning or understanding. The student is only responsible for learning and the teacher is only responsible for creating a situation that encourages initiative and motivation (Purwanti, 2007: 48)

Educational problems always occur together with developing and increasing the ability of students, the situation and the existing environmental conditions, the influence of information and culture, as well as the development of science and technology. Therefore, indirectly teachers are required to be more professional, innovative, perspective, and proactive in the learning task. Based on experience and observation in Jayapura, found that not a good response about writing because some students did not have experience about writing skills. Several inhibiting factors is less an exercise in writing, so students are confused to determine the topic, main idea, or the first sentence to be written, the lack of mastery of language skills, such as spelling and punctuation usage, the rules writing, drafting clauses, correct sentence structure, and the method or media. Thus, this study uses several strategies that can improve student ability in writing through a contextual teaching and learning approach (CTL).

Some students in Jayapura have inhibiting factor in the ability to write, namely; (1) students' are less practice in writing (2) students are confused to determine the topic, main idea, or the first sentence to be written, (3) control of language skills, such as spelling and punctuation usage, the rules of writing, drafting clauses, correct sentence structure. So, this study use a contextual teaching and learning approach (CTL) as an alternative to learning the paragraphs of argument, so hopefully students will be more interest to write some ideas. Contextual teaching and learning approach (CTL) is a conception to know the situation and motivation for every student that can make connections between knowledge and experience in their lives.

THEORETICAL FRAMEWORK

Nurudin,(2010:4) says that writing is a whole series of activities in order to express one's ideas and presented by written language to others. Hartig (in Purwanti, 2007: 21) says that the purpose of writing there are seven activities, namely, (1) assignment purpose, (2) altruistic purpose, (3) persuasive purpose (4) informational purpose (5) self-expressive purpose (6) creative purpose (7) problem-solving purpose.

Akhadiyah (2007 in Purwanti 2007: 28) describes that divides the stages of the writing into three stages, namely pre-writing stage, stage writing, and revision stages. Keraf (1985:3) states that the argument essay is a form of rhetoric that seeks to influence the attitudes and opinions of others. Step-by-step writing paragraphs define the purpose of argument is to write a paragraph argument, specify the topic, main idea, and develop the main ideas into paragraphs argument.

According Suyanto (2003: 2) describes that Contextual Teaching and Learning (CTL) is an approach that allows students to strengthen, expand, and apply the knowledge and skills that they gained in a variety of subjects both at school and outside of school.

According Trianto (2009: 111) describes that the approach of contextual teaching and learning (CTL) has seven main components, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

Based on the above, the teacher must plan for teaching preparation consisting of: (1) Describe the basic competency standards in the formulation of a more clear and simple. (2) Determine the sources and teaching materials (3) That can establish the techniques and methods, (4) These are establish measures of teaching and learning activities, (5) An evaluation that will be used to measure the level of objectives.

In the implementation of these plans, which must be considered are as follows: (1) the allocation of the available time, (2) multiple sources and tools contained in the school environment, (3) the subject of writing paragraphs argument.

III. RESEARCH METHODOLOGY

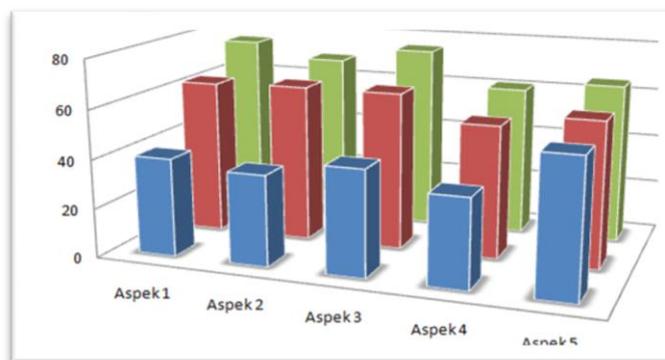
Location of this study in Jayapura and consisting of 8 male students and 11 female students. This study was conducted approximately 6 months from July to December. This study uses qualitative and quantitative data analysis. Data collection techniques in this research just for every student can learn the process of writing paragraphs argument. Writing skills test is considered successful if the results of the average score equal to or more than 60. Observation Guidelines or observations are used in order to observe the behavior, attitudes, and student responses during the learning taking place. Aspect is the observed activity of students in the learning process, cooperation between friends, and student activity. The data processed in this study are the test results of students writing skills ranging from the first cycle, second cycle and third cycle. Analysis of the data can compare the results with the writing skills in Jayapura.

IV. RESULTS

This study uses quantitative data contained in the test results of students learning in the first cycle, the first cycle and second cycle. Results showed students' learning strategies through paragraphs argument with contextual teaching and learning approach (CTL).

The test results include the ability to write a paragraph argument for 5 aspects, namely: (1) Compliance topics and content, (2) Suitability of topics and frameworks, (3) suitability of the framework and development a paragraph, (4) the accuracy of diction / choice of words, and (5) Accuracy use of spelling and punctuation.

Figure 1. Graph of aspect and cycle for paragraph argument in class I, II, and III



The graph shows that the value of the student's ability in every aspect of learning to write paragraphs has increased by contextual teaching and learning approach (CTL). So, effect of write paragraphs argument influenced by the change in the behavior of students from the first cycle, second cycle and third. Based on observations, the second cycle of preparation in the following study has argument paragraphs around 70% of students responded well to the initial activities provided by the teacher (researcher), around 63% of students actively in group discussions, and around 79% of students respond in writing paragraphs argument.

Based on observations on the first cycle shows the scoring system in the learning process of students, namely the appropriateness of the topic and content of the learning system that reaches an average value of 40, the suitability of the topic and the framework to reach an average value of 37, the suitability of the framework and paragraphs reach average value of 43, the precision diction or choice of words to reach an average value of 36, and the correct use of spelling and punctuation with an average value of 55.

Based on observations in the second cycle shows the active role of students in the following paragraphs of argumentation learning system, students can respond well to the initial activities provided by the teacher (researcher) by 70%, students activities in group discussions by 63%, and students can respond positive at the time of writing paragraphs by 79%.

Based on observations in the third cycle there are changes to the students' learning process by 90%, so that students can follow the activities learn as well. Approximately, 84% of students have more activities in participating on the group discussions and around 74% of students can answered and active during learning.

Based on the research results with the approach Contextual Teaching and Learning (CTL), it can enhance the student learning process to develop material to write a paragraph argument, can encourage students to connect between the material studied paragraphs arguments with the surrounding environment, the system can be learned through discussions with students others, can remember and apply the material already learned.

In the contextual teaching and learning approach (CTL), consists of: 1. Students can develop material to write a paragraph argument, that the learning process is oriented to the process of direct experience. 2. Students can connect the material studied of paragraphs arguments with real life situations. 3. Students were able to learn through group activities, such as team work and discussion. 4. Students can learn the material from teachers.

From the evidence, we can conclude contextual teaching and learning approach (CTL) that it was more emphasis on student activity and teachers to not rote learning, but the process will be experience in real life.

V. CONCLUSIONS

There is an increase for students of writing skills paragraphs in Jayapura after learning to write a paragraph arguing with contextual approach. In the first cycle of student learning success percentage of 21%, the second cycle is increase to 63%, the third cycle is increase to 89%. Eventually, the attitude or behavior of students will experience a change in the system to learn from negative behaviors into positive change. In the second cycle, students are still showing negative behaviors, such as talking with friend, sleeping in class, and so forth. In the third cycle, there is a positive behavior so that they are ready to accept the lesson with a good strategy and structure as well.

Teachers are educators who act as executor of learning, so teachers can be considered as key to the success of students in the learning and teaching process. For students, should be actively participating in learning activities and learning to write to make the argument. Due to the current active students learn and practice writing argument essay, students will more quickly understand and have good writing skills. Then, the schools can make a variety of methods of teaching writing to students more easily to learn as well.

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