The Effect of Contextual Teaching and Learning Model through Writing Poetry Ability in Eight Grade Students of SMP Negeri 2 Garoga in Academic Year 2018/2019

Erlinawati Situmorang., M.Pd; Mariatih Saragih., M. Pd

Faculty of Teacher's Training and Education Sisingamangaraja XII University of Tapanuli, Indonesia

Abstract—*This study dealt with the The Effect of Contextual Teaching and Learning Model through Writing Poetry Ability in Eight Grade Students of SMP Negeri 2 Garoga in Academic Year 2018/2019. The aims of this study are a) to determine the average poetry writing ability in Eight grade students of SMP Negeri 2 Garoga Academic Year 2018/2019 using the Contextual Teaching and Learning learning model.b) To determine the average ability to write poetry by eighth grade students of SMP Negeri 2 Garoga Academic Year in 2018/2019 with expository methods. c) To explain the effect of using the Contextual Teaching and Learning learning model ability to write poetry by eighth grade students of SMP Negeri 2 Garoga Academic Year 2018/2019. The Result of the average value of student learning outcomes in eight grade students of SMPN 2 garoga to write poetry before getting benefits is 68.79 (good enough). 77.06 (Good) Model of Teaching and Contextual Teaching have a significant (positive) influence on the ability to write texts by eighth grade students of SMPN 2 Garoga in Academic 2018/2019 with the hypothesis that $t_{0>} t_{tabel}$ is 3,59 > 2,05 proven that the alternative hypothesis (H_a) is accepted.*
Keywords—*Constextual Teaching an Learning, Writing , Poetry.*

I. INTRODUCTION

Writing skills are very important skills in life, not only in educational life but also very important in people's lives. Through writing activities, students can express ideas or express thoughts, opinions about things. In addition, writing skills can also improve thinking and train vocabulary to express students' thoughts and creativity in writing. In fact, which is often found in the field, especially in the field of writing poetry in class, is still not responded positively by students, due to the lack of students' interest learning to write poetry. This can be seen when the study of literature in the form of poetry has been monotonous, boring, and not interesting. This monotonous less interesting literary learning also causes students to be less interested in literary learning in the form of poetry. The low competency of writing to students is one caused by patterns and learning methods that are still simple. Therefore, teacher creativity in choosing innovative methods in learning process is very influential outcomes, especially learning to write poetry. Poetry is one of the skills in the field of literary appreciation that must be mastered by middle school students. Currently,

learning literature in schools theory than familiarizing students with literary works directly. Learning by expository methods carried out by most teachers, the emphasis theoretical explanations by providing advance information such as definitions, types and steps. Learning activities with expository methods tend to be more teacher-centered, because this method does not need to involve students searching and finding facts, concepts and principles because they have been clearly presented by the teacher. For this reason, the efforts are needed to apply other learning methods that are able to arouse students' learning motivation and creativity in learning, without exception in writing learning.

II. REVIEW OF LITERATURE

Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of full student involvement to be able find the material being learned and relate it to real life situations so that encourages students to apply in their lives (Wina Sanjaya, 2007: 253). Contextual approaches encourage the active role of students in learning,

so students can learn effectively and meaningfully. Contextual learning is related to: 1) phenomena of social life, language, environment, hopes, and growing ideals 2) world phenomena of students' knowledge experience, and 3) class as social phenomena. Contextuality is a phenomenon that is natural, grows and continues to develop, and is diverse because it is related to the phenomenon of social life. Learning is basically an activity of activating, touching, linking, growing, developing, and shaping understanding through the creation of activities, generating awareness, internalization, the process of finding answers to questions, and reconstructing understanding through reflection that takes place dynamically. The contextual approach also requires the teacher to be active in linking the material with the external world situations experienced by students. Contextual approach or Contextual Teaching and Learning (CTL), is a learning concept that helps teachers link material taught with real-world situations of students and encourage students to make connections between the knowledge they have with their application in their lives as members of families. Based on the various meanings above, a conclusion can be drawn that a contextual approach or strategy is a learning strategy that brings real-world situations into learning in the classroom so that learning will be easier and more enjoyable while learning will be more meaningful. The contextual learning process allows for five important forms of learning.

1. Associating

Linking is the most powerful strategy and is the core of constructivism. The teacher uses this strategy when he links new concepts to something students already know. Another opinion expressed by Michael Crawford and Mary Witte "relating is the most powerful contextual teaching strategy and is the heart of constructivism" (1999: 35) which freely interpreted that connectedness is the most important force in contextual learning and that is also the meaning / core from constructivism. Thus, linking what students already know with new information is the power of a contextual approach which is the same time the core of constructivism.

2. Experiencing

Experiencing is the essence of contextual learning where linking means connecting new information with previous experience and knowledge. Michael Crawford and Mary Witte (1999: 35) state that "relating draws in life experiences that students bring to the class room. Teachers also help students construct new knowledge by orchestrating hand-on experiences in the classroom "which means that connectedness develops in life experiences that

are free to be brought into the classroom by students. The teacher always helps students build new knowledge by compiling their own experiences in the classroom. Learning can occur more quickly when students can manipulate equipment and materials and carry out active forms of research.

3. Applying

Students apply a concept when they are doing problem solving activities. Crawford and Mary Witte revealed that "applying as learning by putting the concept to use" means that this application is like learning by taking concepts to use. The teacher can motivate students by providing realistic and relevant exercises

4. Cooperating

Students who work individually often do not help significant progress. Conversely, students who work in groups can often overcome complex problems with a little help. Collaborative experience not only helps students learn teaching material, but is consistent with the real world. According to Crawford and Mary Witte (1999: 37) "working with their peers in small groups most students feel less self-consciousness and can ask questions without a threat of embarrassment" which means that working with peers in small groups makes many students confident and can express questions related to the threat of hardship in learning.

5. Transferring

The teacher's role makes a variety of learning experiences with a focus on understanding rather than rote learning. According to Wina Sanjaya (2007: 262) CTL as a learning approach has seven principles. These principles underlie the implementation of the learning process using the CTL approach. Often these principles are also called CTL components.

III. RESEARCH METHODOLOGY

The method used in this study is an experimental method with the intention to see the effect or effect of a treatment with the Contextual Teaching And Learning (CTL) method students ability to write poetry by eighth grade students of SMP Negeri 2 Garoga . The design of this study is one group pre-test post-test design. Arikunto (2006: 12) argues that, "One group pre-test post-test design is an experiment that is carried out on a group alone without a comparison group." The design of this model provides equal treatment to each subject without taking into account the basic capabilities. Although it is possible that each sample subject has different basic abilities. Students who are sampled in

this study will get the same thing, namely the pre-test. The treatment using the CTL method in its learning, and the

final test (post-test).

Population and Research Samples

Table 3.1. The Population of Eight Grade students of SMP Negeri 2 Garoga in AcadmicYear 2018/2019

Number	Class	Number of Students
1.	VIII-1	28 Students
2.	VIII-2	28 Students
3.	VIII-3	29 Students
4.	VIII-4	29 Students
Total Number of Students		**114 Students**

IV. FINDING AND DISCUSSION

Writing learning for eighth grade students of SMPN 2 Garoga in academic year 2018/2019 after using Contextual Teaching and Learning showed relatively good results, with an average value of 77.06. This is evidenced by the excellent rating category of 4 people or 13.79%, both18 people or 62%, and the good enough category of 7 people or 24.13%. Because Contextual teaching and Learning Learning is able to stimulate students to learn more actively and creatively in developing their ideas in the learning process. Then, to write poetry for eighth grade students of SMPN 2 Garoga before using Contextual Teaching and Learning is quite good category, with an average value of 68.79. This evidenced by the results that showed a very good category of 6 people or 20.68%, a good category of 10 people or 34%, and a fairly good category of 11 people or 37%. Poor category 1 person or 3.4% Identification of the results of the pre-test is included in the quite good category. The low ability to write poetry of students before using Contextual Teaching and Learning is influenced by the learning situation that is monotonous and fixated with the habit of listening to lectures, taking notes, and completing assignments at home.

Students to be less enthusiastic about learning to write poetry. In addition, insecurity is also one of the causes of students' lack of enthusiasm for this learning. From the t-test analysis, it is obtained that there are real differences between students after being treated with Contextual Teaching and Learning before being given treatment. Therefore, from the results of these data, the results of testing the hypothesis with the t -test is t_0 (3,59) > t_{tabel} (2,05), it has been proven that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) with Contextual Teaching and Learning is accepted. Based on the research discussion above, it can be seen that the students 'ability to

write poetry after using Contextual Teaching and Learning is better than the students' ability to write poetry before using the model. So overall, Contextual Teaching and Learning has a positive and significant effect on learning to write poetry for eighth grade students of SMPN 2 Garoga in Academic Year 2018/2019.

V. CONCLUSION

After analyzing data the following conclusions are derived:

1. The Result of learning outcomes in Eight grade Students of SMPN 2 Garoga in Academic year 2018/2019 the ability to write poetry before being treated is 68.79 (good enough).
2. The average value of the learning outcomes of eighth grade students of SMPN 2 Garoga ability to write poetry after receiving treatment that is 77.06 (Good)
3. The Contextual Teaching and Learning Learning Model is proven to have a significant (positive) influence on the ability to write poetry by eighth grade students of SMPN 2 Garoga in Academic Year 2018/2019 with a hypothesis that hypothesis that $t_{0>}$ t_{tabel} is 3,59 > 2,05 is proven that the hypothesis (H_a) is accepted

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