

The Influence of Contextual Learning and Learning Activities towards The Students' Ability in Writing Speech Texts on The Eight Grade of SMPN 25 Pesawaran

Agus Yuwono¹, Wayan Satria Jaya², Hastuti³, Hajjah Zulianti⁴

^{1,2,3,4}STKIP PGRI Bandar Lampung

^{1*}agusyuwono@gmail.com

Abstract: The purpose of writing this thesis is to determine the effect of contextual learning and learning activities on the ability to write speech texts for eighth grade students of SMP Negeri 25 Pesawaran. The method used in this research is experimental with treatment by level design. This experimental method is used to examine whether there is a causal relationship by giving treatment to the experimental group whose results are compared with the results of the control group. The research method designed to determine the magnitude of the effect between the different variables by looking at the magnitude of the difference using the Analysis of Variance (ANOVA) technique. In this study, the ability to write speech text was given treatment with a contextual learning approach. The population was the eighth grade students at SMP Negeri 25 Pesawaran in 2018/2019 academic year. The total sample is 68 students who are spread out in VIII A as the experimental class and VIII B as the control class. The results showed that the average of the students' ability in writing speech text through contextual approach who have high learning activity is (A1B1) = 74.90. Meanwhile, the average of the students' ability in writing speech text through contextual approach who have low learning activity is (A1B2) 71.37. Thus, the average score of the students' ability in writing speech text through contextual approach is higher than those who wrote speech texts through conventional approach at each level of different learning activities.

Keywords: contextual learning, writing speech text

INTRODUCTION

Writing skills need special attention because it is difficult to cultivate a tradition or habit of writing or composing. On the other hand, because we live in an oral tradition, students' listening and speaking training gets quite a lot of opportunities and stimulation outside the classroom. The writing tradition cannot be expected from the community (Sugono, 1995:5). Writing is not an easy thing to do. Sometimes people can talk, but can't rewrite what was said.

On the other hand, there are people who are good at writing, but cannot talk about their writings. However, there are also people who are good at speaking and writing. Specifically, regarding this writing ability, the obstacle experienced was pouring out ideas in the form of writing the first word to start writing (Rozali et al, 2018). Sometimes in writing, questions always arise: what to write, how to write it, and whether it is appropriate to be called a writing (Lestari, et al, 2018). Although in fact the idea can be obtained and from anywhere, for example from your own experience; and other people's stories; natural events; or and our imagination, writing is still considered not easy.

Writing is a form of language proficiency that has great benefits for human life, especially students. By writing, students can express all their heart's desires, feelings, heart conditions in difficult and happy times, satire, criticism and others. Good and quality writing is a manifestation and involvement of good thinking or reasoning activities. This means that a writer must be able to develop rational ways of thinking. Without involving rational, critical, and creative thinking processes, it will be difficult to produce good writing.

Eriyanto (2001:3) states that text is almost the same as discourse, the difference is that text can only be delivered in written form, while discourse can be delivered in oral or written form. Kusuma (2002: 53), said that speech is an event of conveying intentions (ideas, ideas, thoughts, heart contents) to others by using spoken language so that the intent is understood by others. Hendrikus (1996:25) views that speech/theory is an art that teaches people about effective language rules. Another goal is seen from the rationality approach that Indonesian language education aims to develop the ability to use reasoning in making decisions on every problem it faces. The purpose of Indonesian for students is to be able to develop knowledge, attitudes and social skills that are useful for their progress as individuals and as members of society. Indonesian is a group of academic disciplines that study aspects related to humans and their social environment. Because of its simplification of the social sciences, in Indonesia. Indonesian is used as a subject for elementary school (SD) students and junior high school students (Sudjatmiko, 2008: 12).

Based on the description above, the researcher argues that in the Indonesian language subject, a student not only receives lessons in the form of knowledge, but also students must develop attitudes, skills and values. In accordance with the Ministry of National Education (Sudrajat, 2005: 33) which states that the purpose of Indonesian for every level of education is to develop the intelligence of citizens which is realized through understanding, social and intellectual skills, and achievement in solving problems in their environment

(Surastina et al, 2018). The function of learning Indonesian in this research is to instill a scientific attitude and train students in solving the problems they face, develop students' creative and innovative power and provide basic knowledge to continue to higher education levels.

In order to improve the quality of students' learning, efforts can be made to improve the quality of learning strategies (Reigeluth, 1983). Thus, to achieve efficiency and effectiveness of learning outcomes, it is necessary to develop learning strategies that are in accordance with learning conditions. One of the important components of the learning strategy is related to the contextual approach as a method that is very suitable in the student learning process. Degeng (1997), states that learning strategies are defined as ways, so that a sequence of procedural steps can be realized to achieve learning conditions that can be carried out to achieve learning conditions can be divided into three parts, namely learning operation strategies, strategies for delivering learning content, and learning management strategies.

From several learning models, there is an interesting learning model that can trigger an increase in students' reasoning, namely the contextual learning model. Contextual is a strategy that fully involves students in the learning process. Students are encouraged to be active in studying the subject matter that will be studied.

Mulyasa (2009:217-218) says: Contextual is a concept that emphasizes the relationship between learning materials and the real world of students' lives, so that students are able to connect and apply the competencies of learning outcomes in everyday life. In line with this understanding, Sanjaya (2009: 255) explains that: "Contextual learning is a learning strategy that emphasizes the process of full student involvement to be able to find the material being studied and relate it to real-life situations so as to encourage students to be able to apply it in their lives. Contextual learning is a learning concept that helps teachers relate learning materials to students' real-world situations, and encourages students to make connections between their knowledge and its application in their daily lives (Muslich, 2007: 40).

Based on the description of the background above, the researcher is interested in conducting research with the title: The Influence of Contextual Learning and Learning Activities towards the Students' Ability in Writing Speech Texts on The Eight Grade of SMP Negeri 25 Pesawaran in 2018/2019 Academic Year.

METHOD

The method used in this research is experimental with treatment by level design. This experimental method is used to examine whether there is a causal relationship by giving treatment to the experimental group whose

results are compared with the results of the control group. Meanwhile, this type of research is designed to determine the magnitude of the influence between different variables by looking at the level of difference using the Analysis of Variance (ANOVA) technique. In this study, the ability to write speech text was given treatment with a contextual learning approach.

RESULT AND DISCUSSION

The students' Ability in Writing Speech Texts through Contextual Approaches with High Learning Activities

The average score of students' ability in writing speech texts through contextual approaches with high learning activities (A_1B_1) was above the Minimum Criteria of Mastery Learning. the Minimum Criteria of Mastery Learning standard of 74.90 which was above the Minimum Criteria of Mastery Learning of 70. Meanwhile, when referring to the standard category commonly used, the average score was in the 71-90 interval, which means that it was in the good category. It means that the average level of the students' ability in writing speech text at the eighth grade of SMP Negeri 25 Pesawaran was on the good criteria. Looking at the data from 17 samples of students, only (35.29%) students were below the Minimum Criteria of Mastery Learning standard, and 11 (64.71%) students were above the Minimum Criteria of Mastery Learning standard.

Table 1. The students' Ability in Writing Speech Texts through Contextual Approaches with High Learning Activities

No	Interval Class	Frequency	Relative Frequency (%)	Category
1	31-50	0	0,00	Less
2	51-70	6	35,29	Adequate
3	71-90	11	64,71	Good
Total		17	100	

The students' Ability in Writing Speech Texts through Contextual Approaches with Low Learning Activities

The average score of students' ability in writing speech texts through contextual approaches with low learning activities (A_2B_2) was lower than those have high learning activities. The average score was 71,37. It can be seen from 17 students, there were (41.18%) who were below the Minimum Criteria of Mastery Learning standard and 10 (58.82%) students were above the Minimum Criteria of Mastery Learning standard. From the result above, it is known that classical completeness was not achieved because the percentage was below 85% from the total students. The distribution of the students' ability in writing speech text can be seen in the table below:

Table 2. The students' Ability in Writing Speech Texts through Contextual Approaches with Low Learning Activities

No	Interval Class	Frequency	Relative Frequency (%)	Category
1	31-50	0	0,00	Less
2	51-70	9	52,94	Adequate
3	71-90	8	47,06	Good
Total		17	100	

The Students' Ability in Writing Speech Texts through Conventional Approaches with High Learning Activities

The average score of students' ability in writing speech texts through conventional approaches with high learning activities (A₂B₁) is above the Minimum Criteria of Mastery Learning standard. It can be seen from the average score 69,22. Meanwhile, when referring to the standard category commonly used, the average score is in the 51-70 which means that it is in the adequate category. By looking at the data from 17 students as the sample, there were 7 (41,18%) students who are below the who are below the Minimum Criteria of Mastery Learning standard and 10 (58,82%) students who were above who are below the Minimum Criteria of Mastery Learning standard. From 10 (58,82%) students above showed that classical completeness was not achieved because it was below 85% from the total students.

Tabel 3. The Students' Ability in Writing Speech Texts through Conventional Approaches with High Learning Activities

No	Interval Class	Frequency	Relative Frequency (%)	Category
1	31-50	2	11,76	Less
2	51-70	8	47,06	Adequate
3	71-90	7	41,18	Good
Total		17	100	

The students' Ability in Writing Speech Texts through Conventional Approaches with Low Learning Activities

The average score of students' ability in writing speech texts through conventional approaches with low learning activities (A₂B₂) is below the Minimum Criteria of Mastery Learning. It can be seen from the average score 51,57 is below above the Minimum Criteria of Mastery Learning 70. Meanwhile, when referring to the standard category commonly used, the average score is in the 51-70 which means that it is in the adequate category. It means that the average level of the students' ability in writing speech text at

the eighth grade of SMP Negeri 25 Pesawaran was on the adequate criteria. Looking at the data, from 17 students, only 2 students (11,76%) who achieved individual completeness and above the Minimum Criteria of Mastery Learning. The distribution of the students' ability in writing speech text can be seen in the table below:

Table 4. The Students' Ability in Writing Speech Texts through Conventional Approaches with Low Learning Activities

No	Interval Class	Frequency	Relative Frequency (%)	Category
1	31-50	11	64,71	Less
2	51-70	5	29,41	Adequate
3	71-90	1	5,88	Good
Total		17	100	

Hypothesis

From the results of the calculations carried out, the summary of the analysis of variance is obtained as follows.

Source of variation	db	JK	RJK	F _{count}	F _{table}	
					0,05	0,01
Between A	1	2761,437908	2761,4379	17,409	3,99	7,01
Between B	1	1905,882353	1905,8824	12,015	3,99	7,01
Interaction AB	1	847,0588235	847,05882	5,340	3,99	7,01
In	64	10151,63399	158,61928			
total	67	15666,01307				

Keterangan :

A1 = Contextual Approach

A2 = Conventional Approach

B1 = High Learning Activity

B2 = Low Learning Activity

db = Degree of Freedom

JK = Number of Squares

RJK = Average Sum of Squares (JK/db)

Differences in the Ability of Learning Groups between Contextual Approaches and Conventional Approaches

From the ANOVA table for the A1 interaction, it is known that F_{count} = 5.340, while from table F for the significant level of 0.05 and 0.01, it is known that F_{table} = 3.99 and 7.01. This shows that at a significant level of 0.05 there is a difference in the average between those using a contextual approach and those using a conventional approach. The average of the students' ability in writing speech text using contextual approach (A1) was 73.14. Meanwhile, the

average of the students' ability in writing speech text using conventional approach (A2) was 60.39. Thus, the average of the students' ability in writing speech texts who used contextual approach was higher than those who use conventional approach.

The Effect of Interaction, Contextual Influence and Learning Activities on the Ability in Writing Speech Texts

From the ANOVA table for the AB interaction, it is known that $F_{count} = 5.340$, while from table F for a significant level of 0.05, it is known that $F_{table} = 3.99$. This shows that at a significant level of 0.05 $F_{count} > F_{table}$, then H_0 is rejected or there is a significant interaction effect using contextual and conventional approaches on the ability in writing speech texts. From the hypothesis testing above, it is known that there is an interaction effect of using a contextual approach on the ability in writing speech texts. Therefore, hypothesis testing was continued with further testing to test T duned. The test was to find out the difference in the average ability in writing speech texts in students who have high learning activities and also low learning activities, between those who use contextual approach and those who use conventional approach.

Differences between Students' Ability in Writing Speech Text with High Learning Activities Using Contextual Approaches and Conventional Approaches

From the results of the follow-up test with the duned T test (attached) for the difference between A and B1, it was found that $t(A1B1-A2B1)$ or $t_{count} = 1.316$, while from the t table for significant levels of 0.05 and 0.01 it is known that $t_{table} = 1.7$ and 2.46. This showed that the significance level of 0.05 and 0.01 $t_{count} < t_{table}$, then H_0 was accepted or the average ability to write speech texts of students who have high learning activities using contextual approach is not higher than those using a conventional approach. Thus, there is no significant difference between the average of the students' ability in writing speech texts who have high learning activities using a contextual approach and those using a conventional approach.

Differences between Students' Ability in Writing Speech Text with Low Learning Activities Using Contextual Approaches and Conventional Approaches

From the results of the follow-up test with the duned T test (attached) for the difference between A and B1. It was found that $t(A1B1-A2B2)$ or $t_{count} = 4.584$ while from table t for significant levels of 0.05 and 0.01. It is known that $t_{table} = 1.7$ and 2.46. This showed that the significance level is 0.05 and

0.01 $t_{count} > t_{table}$, then H_0 was rejected or there was a very significant difference between the average of the students' ability in writing speech texts who have low learning activities using contextual approach and those using a conventional approach. Thus, there was no significant difference between the average of the students' ability in writing speech texts who have high learning activities using contextual approach and those using conventional approach. The average of the students' ability in writing speech texts using contextual approach (A1B2) was 71.37 while the average of the students' ability using a conventional approach (A2B2) was 51.57, thus the average of the students' ability in writing speech texts who have low learning activities using a contextual approach was higher than those using conventional approach.

CONCLUSION

From the results and discussion, it can be concluded that: 1) There was a difference in the average of the students' ability in writing speech texts using contextual approach in learning and those who use a conventional approach. The average of the students' ability in writing speech texts using the contextual approach was higher than those using conventional approach. Thus, there is a positive effect of contextual learning on the students' ability in writing speech texts on the eighth grade of SMP Negeri 25 Pesawaran in 2018/2019 academic year; 2) There is an interaction effect of the application of contextual approach and learning activities on the students' ability in writing speech text. This showed that the use of contextual approaches and learning activities together affects or improves students' ability in writing speech text; 3) The average of the students' writing ability who have high learning activities using a contextual approach was not significantly higher than those who applied a conventional approach. Thus, on the students who have high learning activities, there was no effect of using contextual approach on the students' ability in writing speech texts on the eighth grade of SMP Negeri 25 Pesawaran in 2018/2019 academic year; 4) The average of the students' ability in writing speech texts who have low learning activities using contextual approach was significantly higher than those using conventional approach. Thus, on the students who have low learning activities, there was an effect of using a contextual approach on the students' ability in writing speech text on the eighth grade of SMP Negeri 25 Pesawaran in 2018/2019 academic year.

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