

**IMPLEMENTATION OF ICT-BASED ON CONTEXTUAL LEARNING TO  
IMPROVE STUDENTS' WRITING SHORT STORY AT ELEVENTH GRADE OF  
PADALARANG 2 SENIOR HIGH SCHOOL**

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**Abstract**

Class action research aims to describe the application of ICT-based contextual learning strategies to improve students' ability in writing short stories. The subject in this study are students of Class SMA. The data were analyzed using descriptive quantitative and qualitative descriptive. Based on the results of this study, it can be concluded the implementation of ICT-based contextual learning strategies can improve writing skills. The application of contextual learning ICT-based learning writing get positive response from students. Students can write a short story with the correct steps. Therefore, these researchers are advised to implement ICT-based contextual learning strategy, as one of the learning strategies, on subjects in other languages in General and on the Indonesian Language lesson.

**Keywords:** contextual learning strategies, based ICT, writing a short story

**PRELIMINARY**

In this era of the 20th century, the development of information and communication technology (ICT) or Information and Communication Technology (ICT) is increasing rapidly, not least in the world of education. The use of ICT in the world of education, especially in learning has advantages such as the availability of information widely, fast, precise and the ease in the learning process and technical support to facilitate the learning process. The use of ICT in learning is expected to improve the quality of education of a nation.

Writing learning has long been carried out with various methods, but until now there have been no optimal results. This is as said by (Sukaryantini Made Mas. 2014) that students cannot be said to be able to speak Indonesian well and correctly, both verbally and in writing, from elementary school to general high school. Students are still confused and have difficulties when writing. This phenomenon raises efforts as a form of solution to overcome these problems.

Literary learning as one of the lessons in high school also has a connection to writing learning. As one subject that gets less attention from students. Literature is a subject that is difficult for students to learn. (Superhar 2011) said that literary lessons, in the view of adults including the school, were not an interesting lesson to be given seriously and seriously to children in school.

Indonesian is a subject that has an important role in education. In Indonesian subjects are classified into two parts, namely language and literature. Learning both materials must be balanced. In terms of language, directed towards mastery of the four skills, namely listening skills (*listening skills*), speaking skills (*speaking skills*), reading skills (*reading skills*), and writing skills (*writing skills*) (Tarigan 2015)

Based on the results of interviews with Indonesian subject teachers in class XI IPS Padalarang State Senior High School 2 that the UN score reached an average of 67.1, short story writing skills have been taught but have not achieved exhaustiveness because in learning still use the lecture method. This can be concluded that the role of the teacher is dominant in the learning process. Students are less active and often the lecture method causes boredom for students in learning to write short stories so that the work produced by students is not optimal. The short stories he made were less interesting because the language used was monotonous, and the development of ideas or ideas was less varied. This can be seen from the suitability of the content of short stories with themes, topic development, and diction that have not received the attention of students.

(Tarigan 2013) asserts that composing learning has not been well implemented in the school. Because it only lies in the way the teacher teaches. Generally less variation, less stimulation, and less frequency.

By confronting students in learning (*Contextual Teaching and Learning*) ICT-based CTL will stimulate students to write short stories with reduced levels of difficulty.

In connection with the above problems, a learning strategy is needed that can make students develop their thinking power, think logically, analytically, systematically, critically, creatively. Through learning (*Contextual Teaching and Learning*) ICT-based *contextualization* can be applied so that writing activities become interesting activities so writing short stories gets the attention of students who have not been paying attention to it. With the selection of ICT-based CTL learning media, researchers hope to improve the ability to write short stories for students of XI IPS in SMA Negeri 2 Padalarang.

As stated by Clifford and Wilson (Susan, 2012), contextual learning has characteristics such as: (1) emphasizing problem solving; (2) the teaching and learning process is attempted to occur in multiple contexts; (3) helping students learn how to monitor their learning so that they become self-regulated learners; (4) teaching leads to a variety of contexts of student life (life skill education); (5) encourage students to learn from each other (cooperative learning); and (6) applying authentic assessment. In the implementation of Indonesian language learning, there are seven CTL components that are applied in the teaching and learning process, namely: (1) constructivism (constructivism), finding (inquiry), asking (questioning), learning community (learning community), modeling (modeling), reflection (reflection), true assessment (authentic assessment).

According to Elvina et al. (2015: 113) argues that writing is an activity of expressing ideas or ideas expressed through certain symbols that are understood. Accordingly, according to Kamsiah (Wikanengsih 2018) Writing is a thinking activity related to reasoning. The use of language in writing is an embodiment of thinking activities that will affect the act of action. Meanwhile, according to (Tarigan 2013) Writing is one type of language skill that is owned and used by humans as indirect communication. In learning Indonesian, writing is one of the important language skills to learn.

Based on some opinions can concluded that writing is a language skill that focuses on the ideas or ideas involving creative process in it.

It was concluded that writing was a language skill that functioned as a means to express ideas or ideas. Learning to write short stories should be supported by media that could stimulate students to think creatively.

The purpose of writing needs to be considered during the writing process, so that what can be the mission or purpose of the writing can arrive at the fish well to the reader according to (Sobari 2015).

Literary writing including short stories in it are competencies taught at the high school level.

According to (Aji 2012) a short story is a form of story that is read out once in a sitting with just one conflict while according to (Zakiah et al. 2018) Short stories are part of literary works. Literary work is basically the work of fiction. That means that the literary work is 'something that is constructed, discovered, made or made up'. It also means that short stories as fiction cannot be separated from facts. Based on some of the opinions above it can be concluded that writing short stories is a language skill related to expressing ideas and creative power so that they can be expressed in the form of fiction.

Contextual learning is where the teacher attempts learning that aims to bring real concepts into learning. Contextual learning is believed to be able to foster students' creative thinking power because it relates to real experiences experienced by students. This opinion is supported by (Ketut Rosiani, I Nyoman Sudiana 2014) who argues that contextual teaching and learning is a holistic learning process and aims to motivate students to understand the meaning of the subject matter learned by linking material with the context of everyday life. Correspondingly, according to (Handiwiguna Rendi, Fitria Hasanatul Mila 2018) from several opinions above, it can be concluded that contextual learning is learning that emphasizes the holistic learning process with the aim of motivating students to understand the meaning of learning by relating it to the social context.

One of these media is ICT, according to (Rahim 2016) explains that the mastery of Information and Communication Technology (ICT) or internationally known as the ICT (Information and Communication Technology) is very important in the current era of globalization.

The use of computers to access, process and present information, both individually and in groups, intra networks (intranets) and international networks, is a primary need in the digital era. Along with this opinion, ICT-based learning is considered capable of enhancing students' creative power in writing short stories. Integrating ICT media-based contextual learning is believed to be able to improve students' short story writing skills.

## **METHOD**

This research method is a classroom action research, which is divided into three cycles with four stages, namely planning, action, observation, and reflection.

Sampling is done by cluster sampling, the subjects of this class action researches were all students of SMAN 2 Padalarang while the samples which were also used as classroom action research were class XI IPS 3 academic years 2017/2018 which amounted to 40 students.

Research Instruments (LKS, Test Questions for each cycle). Sheet Data Processing Procedures see and plan are processed descriptively by describing the problems that occur in the learning process and then the solution will be applied in the next cycle. There are two observers who help researchers to conduct research and make observations on the implementation of learning.

## **RESULT AND DISCUSSION**

### **Results**

The results of the study showed an improvement in the quality of Indonesian language learning for students of class XI IPS 3 of Padalarang State Senior High School 2 after applying to learn with an ICT-based contextual approach. Data from this study are data obtained from the test of student learning outcomes after the implementation of the action cycle I, cycle II and cycle III as well as data on student activity and learning achievement obtained from observations. The results and discussion obtained from the implementation of this research can be described as follows:

## **CYCLE I**

### **Description of Results of Cycle I**

#### **Action Planning**

At this stage, the researcher compiles several plans. Making Learning Tools (Learning Design / Learning Implementation Plans) and Making Activity Instruments (Data Collection Instruments, Process Observation Instruments and Results Assessment Instruments). Selection and Use of ICT-based Contextual Approaches, The approach chosen and used in learning to write short stories is the approach of ICT to the process of Visual communication (visual communication) is a series of processes for delivering information or messages to others with the use of media depictions that are only read by the senses vision.

Students are shown short stories with the title "Hamlet in the Valley of Silence" by Muhammad Ali. After reading short stories Students are grouped into 6 groups and Ask questions about the material Life values in short stories that are not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, ability to formulate questions to form critical thoughts that are necessary for intelligent living and lifelong learning.

- What is the meaning of life values in a short story?
- What are the values of life in the short story?
- What are the life values in the short story like?
- How do the values of life in the short story work?
- What is the function of life values in a short story?
- How is the material Life values in the short story play a role in the daily lives and future careers of students?

While doing this task, it is expected that students can collaborate, communicate, think critically, think creatively. By applying a contextual approach to an ICT-based contextual approach in learning short stories writing will cause the teacher's teaching pattern to change, which was teacher center (teacher-centered) to become a student center (student-centered).

The target set by researchers in Cycle I is the average value can increase by around 10%. There are changes in student behavior in learning, students are more active and creative, and the learning process is more enjoyable. So that at the end of Cycle I students will become more and more who have fulfilled the Minimum Completeness Criteria (KKM) set by the school that is equal to 70. Implementation of the Action.

In the learning process that refers to this contextual approach, the teaching and learning process is dominated by student activities, while the teacher only acts as a facilitator for students in finding a concept or solving a problem. The learning activities using this ICT-based contextual approach are carried out not only from teachers and books, but can be sourced from a collection of short stories and magazines in the school library.

#### **Implementation of learning**

Short story writing skills through a contextual approach in this Cycle I are: 1) The teacher shows an example with the title "Hamlet in the Valley of Silence" by Muhammad Ali, then the short story sample is read by students 2) Students identify the values of life contained in the short story be read. 3) Students read the short stories they have chosen (done by all students individually). 4) Demonstrating one of the life values learned in a short story while working on this task among students sharing ideas (sharing). 5) Students compile their work on their respective work papers. 6) Individual presentations and randomly selected.

#### Observation result

In Cycle I the learning process and results have increased but not optimal, when compared with the initial conditions. Enthusiasm and excitement of students to determine one of the life values learned in short stories. This can be seen from the learning outcomes that have progressed. Students have begun to determine the values in short stories and share with friends, even though the results are still not perfect. Students do not collaborate well and have not been active in discussion, are able to think critically marked by the progress of information processing and start thinking creatively characterized by the ability to submit ideas, but the time used to do the task is longer than the specified time or discipline of time collection tasks that have not Well done.

Reflection. Based on the obstacles faced in implementing the action, there are several things that need to be reflected and corrected to optimize action in the next cycle. The results of reflection on Cycle I are that the visual approach applied in learning is less than optimal so that other ICT-based contextual approaches are needed. Students must also be conditioned to have time discipline. From the results of the reflection above can be used as a basis or guideline in preparing or planning actions in the second cycle. So the researcher made a plan again to plan activities in the second cycle with a better ICT method so that students could make short stories.

## **CYCLE II**

### Description of Results of Cycle II

#### Action Planning

In Cycle II, namely learning short story writing skills through an ICT-based contextual approach to improve learning activities in Cycle I, there are several things planned a) Learning Design / Learning Implementation Plans there are few changes from Cycle I. Still there is the creation of activity instruments (Data Collection Instruments, Process Observation Instrument, Result Assessment Instrument, and Short Story that will be broadcast via LCD) through Audio Visual. The application of ICT-based contextual approaches in this Cycle II students will learn with an approach. It is hoped that students will continue to be ICT-based contextual by using audio-visual as their medium. Audiovisual refers to the use of sound components (audio) and image components (visual), it takes some equipment to be able to present this. Television films and programs are some examples of this audio-visual presentation. Exchange ideas and complement each other.

With the application of this method, it is expected that learning is more passionate and fun, there are no more passive and joking students themselves. The target set by researchers in Cycle II is the average value can increase by around 10%. There are changes in student behavior in the following learning, learning becomes more interesting and fun, students can collaborate, communicate, think critically and creatively. So that at the end of Cycle II, all students will meet the deadline set by the school, which is 70. Action.

#### Action implementation

The implementation of the actions in Cycle II are: 1) The teacher shows the short story "Mana Janji Ayah" by Ronnie Aminy 2) Students observe and pay attention to short stories 3) After observing the impressions, students work together to discuss the material about intrinsic, extrinsic and values in a short story 4) Students analyze the intrinsic, extrinsic and values contained in the short story 5) Students present the results of the short story analysis.

#### Observation result.

In Cycle II learning to write short stories in Indonesian language lessons through a contextual approach based on ICT with audio visual. Learning outcomes have improved both

from the atmosphere of the learning process and the test results. If in Cycle I there were still some students who were less serious in carrying out their assignments, in this Cycle II there were no more students. Students have been able to collaborate well, but there are some students who have not been active in discussion, students have been able to communicate well but are still passive in expressing their opinions, students have been able to think critically characterized by the ability to process information and the ability to make decisions, students are able to think creatively marked by the ability to express ideas and the ability to produce something. Students are serious and enthusiastic in completing their assignments.

In this Cycle II, students are more eager to immediately complete their assignments because they are motivated by the teacher to be disciplined in the use of time. The result is that students finish their assignments more quickly than in Cycle I. The teacher also observes students in completing the analysis.

Reflection, based on observations in Cycle II there are still some students who have not been active in discussing, so it is reflected and improved to optimize action in the next cycle. The result of reflection in Cycle II is that the audio visual approach that is applied in learning is less optimal so that other ICT-based contextual approaches are needed.

### **CYCLE III**

#### **Action Planning**

In Cycle III, namely learning short story writing skills through an ICT-based contextual approach to improve Cycle II learning activities, there are a number of things planned a) Learning Design / Learning Implementation Plans there are few changes from Cycle I. Still there is the creation of activity instruments (Data Collection Instruments, Process Observation Instruments, Result Assessment Instruments, and Short Stories that will be broadcast via LCD) through Audio Visual are added intellectually. The application of the ICT-based contextual approach in Cycle III was added to the song media and the appearance of images to be able to provoke ideas or ideas from students.

With the application of this method, it is expected that learning is more passionate and fun, there are no more passive and joking students themselves. The target set by researchers in Cycle III is the average value can increase by about 10%. There are changes in student behavior in the following learning, learning becomes more interesting and fun, students can collaborate, communicate, think critically and creatively. So that at the end of Cycle II, all students will meet the deadline set by the school, which is 70.

#### **Action implementation**

The implementation of the actions in Cycle III are 1) The teacher displays the pictures on the projector screen and songs related to the environment 2) Students observe and pay attention to the pictures and songs 3) After observing the pictures students pour their ideas and ideas in creative writing. 4) Identify short stories by paying attention to short story building elements 5) Rearranging short stories by paying attention to short story building elements 6) Presenting, responding to, and revising the results of work in class discussions.

#### **Observation result.**

In Cycle III, learning to write short stories in the Indonesian language through an ICT-based contextual approach with audiovisuals, images and songs. Learning outcomes have improved both from the atmosphere of the learning process and the test results. If in Cycle II there are still some students who have not been active in discussing than in this third cycle students have been able to collaborate well and are conducive and active in discussion, have

been able to communicate well and have been able to express opinions, students have been able to think critically characterized by ability processing information and the ability to make decisions and solve problems, students are able to think creatively characterized by the ability to express ideas and the ability to produce something in the form of short stories. Students are serious and enthusiastic in completing their assignments. In this Cycle III, students are more eager to immediately complete their assignments because they are motivated by the teacher to be disciplined in the use of time. The result is that students finish their assignments faster than in Cycle II. The teacher also observes students in completing the analysis.

Reflection. Things that need to be reflected are contextual approaches

ICT-based can use a variety of media, including using audiovisual media and intellectual media and the role of a teacher is very important in the learning process, students' creativity and activity have been well developed. Changes that appear in Cycle III are not only student learning achievements but also accompanied by learning motivation, attitude and a pleasant learning atmosphere that is student-centered.

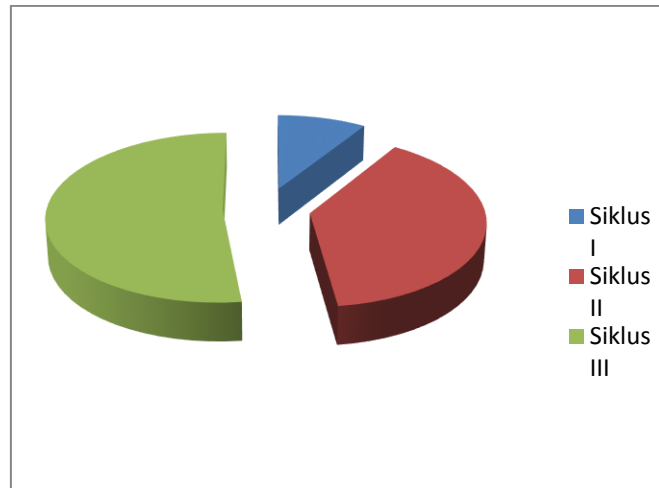
The results of this study focused on findings that can improve short story writing skills with ICT-based contextual application, namely (1) achievement of improvement and completeness of the results of short story writing in class XI IPS 3 of Padalarang 2 State Senior High School with the application of ICT-based contextual learning 2) implementation steps contextual learning in learning to write short stories in class XI IPS 3 SMA Negeri 2 Padalarang, (3) students provide very positive responses to the application of ICT-based contextual learning in learning to write short stories.

Comparison of test results writing short stories obtained by students implementing cycle I, cycle II until the implementation of cycle III as follows:

**Table 1. Increasing Learning Outcomes Short Story Writing Students of Class XI IPS 3 Padalarang 2 State Senior High School from Cycle I, Cycle II and Cycle III**

Cycle	Value Acquisition of 40 students						
	Max	Min	Mean	Median	Mode	Complete	Not Complete
I	82	40	58	60	60	7	33
II	90	58	70	70	60	30	10
III	92	78	82	80	78	40	0

**Picture 1. Improving Learning Outcomes Writing Short Stories**



### Learning validity

Evaluation of learning with an ICT approach refers to the principle of actual assessment or real assessment. The assessment is carried out during and after the learning process takes place, using various ways and various sources to measure all aspects of learning, namely process evaluation, performance appraisal, and product assessment.

### Discussion

Based on learning conducted in 3 cycles, there are some interesting things. In cycle 1 student have not seen good collaboration skills because some students still tend to be passive. The ability of students to communicate is still limited because some students are still passive so there is no discussion. The critical ability of students is still limited to the ability to process information not yet entered at an advanced level such as the ability to make decisions and solve problems. The ability of students in creative thinking is still limited to the ability to submit ideas. The author tries to make improvements to learning which originally only used audio media, the second cycle uses audiovisual media in the form of short stories as a means of learning.

In cycle two seen some progress in the learning process as students have been able to collaborate well with fellow group members marked by the ability to share the assignments given. Students have been able to collaborate seen with the occurrence of a discussion. Students have been able to think characterized by the ability to process the information received and the ability of other champions. Students have been able to think creatively characterized by the ability to submit ideas, see new relationships, to develop short story building elements. The author tries to make improvements by using image media that are closely related to students' daily lives.

Learning in cycle three shows some progress that occurs, namely students have been able to collaborate well with fellow group members characterized by the ability to share the tasks given. Students have been able to collaborate seen with the occurrence of a discussion. Students have been able to think characterized by the ability to process the information received and the ability of other champions. Students have been able to think creatively characterized by the ability to submit ideas, see new relationships, to develop short story building elements.



Overall there is an increase in terms of the learning process and values in each cycle. Increasing the ability to write short stories is caused by several factors. The first is the application of ICT-based contextual learning in the learning process. Through application

contextual learning, students are invited to associate between the material being studied with real everyday life experienced by students with ICT-based. In addition, the learning atmosphere during learning activities seems fun, provokes curiosity, and motivates students.

Other findings are the steps of implementing ICT-based contextual learning to improve the ability to write short stories. There are several main steps in applying contextual learning to improve students' ability to write short stories. As for some of the main steps include the learning steps namely, 1) The teacher displays the images on the projector screen and songs related to the environment 2) Students observe and pay attention to the images and songs 3) After observing the students' pictures pouring ideas and his ideas in writing are as creative as possible. 4) Identify short stories by paying attention to short story building elements 5) Rearranging short stories by paying attention to short story building elements 6) Presenting, responding to, and revising the results of work in class discussions.

Contextual are developed with the aim that learning becomes more productive and meaningful. The contextual approach can work without having to change the existing curriculum and order. The contextual approach places students in a meaningful context that connects students' initial knowledge with the material being taught while paying attention to the factors of individual student needs and the role of the teacher.

This finding is in line with the findings in the LITERA journal with the title "Application of a Contextual Approach to Improving Report Writing Skills of Junior High School Grade VII Students" conducted by (Kristiyani Ary 2010) The research then developed in writing short stories.

The research is in line with the findings of the research conducted by (Mursiyah 2013) in his research entitled "Application of Contextual Approaches to Improve Short Story Writing Processes and Results for Students of Class IX Muhammadiyah 4 Surakarta Middle School Academic Year 2011/2012"

Another finding was that students became very happy and actively participated in learning to write short stories. This is the last important finding in this study. This can be seen from the average response value given by students in this learning. Most students give a very positive response to the actions taken in learning. In the first cycle the average value of student responses is positive, then the average value of student responses increases to positive in the second cycle and then carried out again in the third cycle increasing the average value becomes very positive. Students feel happy doing this learning activity because it is varied with the application of ICT-based contextual learning.

So, the application of ICT-based contextual learning can improve students' short story writing skills. This can be seen from the improvement of the short story writing cycle III test results compared to the test results in cycle II and cycle I. Student learning activities also experienced an increase seen in cycle I and cycle II. To overcome various problems encountered by teachers and students in learning to write short stories, teachers can apply contextual applications in learning to write short stories.

## **CONCLUSION**

Based on the results of the study and discussion, it can be concluded that: (1) The application of ICT-based contextual learning can improve students' short story writing skills, namely short story writing skills that include indicators (a) Short story structure, (b) language rules, (c) short story building elements. Improving the quality of student learning outcomes is evident from the increase in the average scores on the faithful cycle. In the first cycle as much 33 students did not reach the minimum completeness criteria (KKM) with an average of 58, in the second cycle there was an increase with only 10 students who had not reached the KKM with an average score of 70, and in the third cycle all students had reached KKM evenly. The score is 82. Learning with a contextual approach can improve students' ability to write short stories, it can be seen from the changing learning process, which is increasingly marked by the development of the ability to collaborate, communicate, critical thinking and the ability to think creatively. It affects the value in each cycle which is getting better. The application of ICT-based contextual learning is considered successful in improving students' ability to write short stories.

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