THE EFFECT OF A VIDEO-AID CONTEXTUAL APPROACH TO THE EFFORTS OF IMPROVING THE ABILITY OF WRITING STORY TEXT IN JUNIOR HIGH SCHOOLS

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ABSTRACT

The students' difficulties in understanding the material and the lack of interest in learning in learning to write short story texts were the background for this research to be conducted. A contextual approach assisted by instructional video media is used to overcome this problem. The formulation of the problem is whether there is an effect of using contextual approaches assisted by instructional videos on students' abilities in learning to write short story texts. The method used in this research is quantitative descriptive method using written test instruments as a tool to determine students' writing skills. Following are the results of the average score that students have at the time of the pretest getting 60.32 and the posttest getting 75.54, it can be seen that there is an increase in the value of 15.22 points. In line with the results of the paired sample test, which obtained a significance value (2-tailed) of 0.000 <0.005, it means that Ha is accepted. So it can be concluded that the use of a contextual approach assisted by instructional videos in learning to write short story texts can improve students' writing skills.

Keywords: *Contextual Approach, Video Lessons, Short Story Text*

ABSTRAK

Kesulitan siswa dalam memahami materi dan kurangnya minat belajar pada pembelajaran menulis teks cerita pendek menjadi latar belakang penelitian ini dilaksanakan. Pendekatan kontekstual berbantuan media video pembelajaran digunakan untuk mengatasi permasalah tersebut. Rumusan masalahnya, apakah terdapat pengaruh penggunaan pendekatan kontekstual berbantuan video pembelajaran terhadap kemampuan siswa dalam pemelajaran menulis teks cerita pendek. Metode yang digunakan pada penelitian ini metode deskriftif kuantitatif dengan menggunakan instrument tes tulis sebagai alat untuk mengetahui kemampuan menulis siswa. Berikut ini hasil nilai rata-rata yang dimiliki siswa pada saat pretest memperoleh 60,32 dan posttest memperoleh 75,54 maka terlihat ada peningkatan nilai sebesar 15,22 point. Sejalan dengan hasil uji paired sampel test yang memperoleh nilai signifikansi (2-tailed) 0.000 < 0.005 artinya bahwa Ha diterima. Maka dapat disimpulkan bahwa penggunaan pendekatan kontekstual berbantuan video pembelajaran dalam pemelajaran menulis teks cerita pendek dapat meningkatkan kemampuan menulis siswa.

Kata Kunci: Pendekatan Kontekstual, Video Pembelajaran, Teks Cerita Pendek

INTRODUCTION

Writing ability is the highest peak in learning language skills, because before someone masters writing skills, he must master other language skills, such as listening skills, speaking skills, and reading skills. Writing is a person's process in an effort to pour creativity, ideas, and ideas into a written form. As stated by experts (Nurgiyantoro, 2001: 273), (Abbas, 2006:125), (Tarigan, 2008:3), (Yunus, 2008:13) that writing skills are a person's activities in communicating indirectly through language media. to convey ideas, opinions or feelings that

are productive and expressive. Based on the text-based 2013 curriculum, students are required to be able to master four language skills, one of which is writing skills.

In class IX Indonesian learning, there is learning to write short stories. According to (Priyatni, 2010: 126) short story is a form of fiction based on its short nature, be it events, story content, number of actors, and number of words used when compared to other forms of prose, such as novels. In line with that, short stories can be interpreted as short prose stories (Suyanto, 2012: 46). Short story writing skills require students to have writing skills, this is in accordance with Basic Competence 3.5/4.5 in Indonesian class IX learning that students are required to be able to express life stories or thoughts in the form of short stories by paying attention to the structure and language. Therefore, writing skills are important and must be possessed by students to be able to carry out the learning process well.

But in reality learning to write short stories is difficult for students. This is influenced by two factors, namely internal factors and external factors. Internal factors are disturbances that are owned by a person personally, such as the lack of student understanding of the material and lack of interest in student learning. External factors are disturbances that come from other people or the environment, such as the use of learning methods used by teachers who are too monotonous by applying conventional methods so that students are not given the opportunity to explore abilities independently which results in boredom to follow learning. Based on this, the researcher considers the need for an approach that is in accordance with the character of student learning, so as to be able to overcome the difficulties experienced by students when carrying out the learning process in class and be able to attract students' interest in learning.

Researchers using a contextual approach are expected to be able to facilitate students to explore the environment and themselves as objects in making a short story text. Experts suggest (Sanjaya., 2005: 109) dan (Darmajari, 2012) that the contextual approach (Contextual Teaching and Learning) is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they learn by relating the material to the context of their daily lives. In addition, the use of learning videos as an appropriate media to support learning is expected to be able to attract students' interest in participating in class learning that is not boring with the aim of being able to improve students' writing skills and provide meaningful learning.

Andarini (2012) suggests learning video media is a media in the form of real moving images, the material is delivered in audio visual. In line with that Arsyad (2011) state that

instructional video media is a set of components that are capable of displaying objects if they cannot normally be seen, for example such as material on the process of breathing or material on natural disasters. Based on the description above, it can be concluded that the learning video is a set of learning tools or tools containing material designed systematically with the aid of learning media with the aim of making it easier for students to understand learning material and attract interest in learning.

To limit the discussion in this study, the following formulation of the problem in this research is, how is the effect of applying a contextual approach assisted by learning video media in the lesson of writing news texts in class IX students of SMP Al-Basyariah, Bandung Regency. There is also the purpose of using a contextual approach assisted by instructional video media in the lesson of writing short stories for class IX students to find out whether students' short story writing skills have improved or not.

METHODS

In this study, researchers used quantitative descriptive research methods. According to (Bungin, 2015) quantitative descriptive research is a method used to describe, explain, or summarize various conditions, situations, phenomena, or various research variables according to events as they are which can be photographed, interviewed, observed, and which can be expressed through materials. documentary material. Based on this, to measure students' writing skills in this study, the authors used written test techniques to students as material for analysis in this study.

RESULT AND DISCUSSION

Result

The following are the results of grade IX students of Al-Basyariah Junior High School before (Pretest) and after (Postest) using a contextual approach assisted by instructional videos in short story writing lessons.

Tabel 1. Students' writing scores

	Pretest				Postest		
No	Score	No	Score	No	Score	No	Score
1	50	13	62,5	1	75	13	87,5
2	62,5	14	62,5	2	87,5	14	75

3	50	15	62,5	3	62,5	15	75
4	50	16	50	4	62,5	16	62,5
5	62,5	17	75	5	75	17	87,5
6	50	18	75	6	75	18	87,5
7	62,5	19	62,5	7	75	19	75
8	62,5	20	50	8	75	20	62,5
9	75	21	62,5	9	87,5	21	75
10	62,5	22	50	10	75	22	75
11	62,5	23	62,5	11	87,5	23	62,5
12	62,5			12	75		

Based on the results of the description of the values above, it is known that in the pretest learning there are three categories of values, the highest score is 75, the middle category value is 62.5 and the lowest value is 50. Then there is an influence and increase in the acquisition of posttest learning scores with the highest score 87.5, the middle value is 75 and the lowest value is 62.5. After the researchers calculated and analyzed, the average score of students before and after carrying out learning to write short story texts using a contextual approach assisted by learning videos was as follows.

Tabel 2. Average score of students

Total students	Average score	
	Pretest	Postest
23	60,32	75,54

The table above shows that there was an increase in student outcomes after using the contextual approach assisted by instructional videos, initially the pretest score was only 60.32, increased to 75.54, so there was an increase in the value of 15.22 points.

Discussion

Based on the results of the analysis of the average value in the previous discussion, it is known that the use of a contextual approach assisted by video learning in learning to write short stories for class IX students of SMP Al-Basyaraiah is able to influence and increase students' writing skills, this can be seen from the difference in the average score. the average student who experienced an increase of 15.22 points. To be clear, the researcher used the

independent paired sample test to find out whether there was an influence in the use of a video-assisted contextual approach.

Tabel 3. Paired Samples Test

					95% Confidence Interval of the Difference				
			Std.	Std. Error					Sig. (2-
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
Pair 1	Pretest - Postest	-15.21739	6.48044	1.35126	-18.01974	-12.41504	-11.262	22	.000

The table has a "Paired Differences" spanning header over Mean, Std. Deviation, Std. Error Mean, Lower, Upper columns.

It is known that the value of Sig (2-tailed) from the learning outcomes before and after being given treatment is 0.000 < 0.005, so it can be interpreted that Ha is accepted and Ho is rejected. Based on this, because Ha is accepted, it can be described that there is an influence in the use of contextual methods assisted by learning videos in the implementation of short story writing lessons. This is in line with the results of research revealed by Amalia (2020) about the effect of using learning videos on students' ability to write short story texts, that there is an influence on students' abilities after using video media in learning to write short story texts. So it can be concluded that the use of video media in learning to write short story texts can improve students' abilities.

CONCLUSION

It can be concluded that the use of a contextual approach assisted by instructional videos in writing short story text lessons in class IX students of Al-Basyariah Middle School can affect students' writing skills. This can be proven by the acquisition of the average results of students which increased from the initial pretest score of 60.32 increased to 75.54, so there was an increase in the value of 15.22 points and it can also be proven that the results of the paired sample test gave the results of a significance value (2 -tailed) 0.000 <0.005 then the interpretation of Ha is accepted which means that there is an influence in learning to write short story texts.

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