

The effectiveness of CTL on the students' news writing skill

Novelti^{1,*}, Erpidawati¹, and Rahma Putri¹

¹University of Muhammadiyah West Sumatera - Indonesia

*Corresponding author: novelti@umsb.ac.id

KEYWORDS

contextual
teaching
learning
news writing

ABSTRACT This study examined the impact of the Contextual Teaching and Learning (CTL) approach on students' news writing skills. This is a quantitative study that employs experimental methods. This study's population consisted of eighth-grade students from SMPN 2 Padangpanjang who were enrolled in the 2020/2021 academic year. VIII B was chosen as the experimental class, and VIII A was chosen as the control class. The homogeneity test was used to determine the homogeneity of variance in the population class. The Barlett test was used to determine the number of samples, which was determined to be two classes of 64 people. Writing news performance tests was used as a data collection technique. The t-test formula is used to determine the effect as well as test the hypothesis. The results revealed that the control class students' average news writing skills were more than adequate, whereas the experimental class students' news writing skills were perfect. This is because the experimental class has implemented CTL, which makes it easier for students to write news using the language's structure and rules. Based on the study's findings, it is possible to conclude that the use of CTL has an impact on students' news writing abilities.

© The Author(s) 2022. CC BY-NC 4.0 International license

1. INTRODUCTION

Writing news texts is one of the skills required by the curriculum 2013 in junior high schools for Indonesian language subjects in class VIII during the first semester. This is in line with Basic Competence 4.2, which states that presenting data, and information in the form of news orally and in writing while paying attention to structure, language, or oral aspects (intonation, expression, kinesthetic). Writing skills are a problem for students as well as a global issue. The ability to write does not come naturally to anyone; instead, it requires systematic practice. This is evident from the research that has been conducted by Kellogg (2008) in the USA that writing skills necessitate systematic training and instruction in order for well-managed attention to coordinate the various processes of writing and representation. The last stage before a news article reaches the consumers is the very process of writing, in which the journalist, among other things, makes deliberate choices concerning the content and form of the news, i. e., choices about what to communicate, on the one hand, and how to communicate it, on the other (Haugaard, 2018).

Writing activities involve several factors, including the writer as the message's delivery, the writing's content, the channel or media, and the reader (Nisja, 2019). Teachers, on the other hand, can assess the objectives provided, identify strengths and weaknesses, and devise new strategies to improve the learning process and writing skills (Novelti et al., 2019). Furthermore, students can improve their writing skills if they are accompanied by a learning process and practice (Wilda & Wahidah, 2021).

Several causes of students' low news writing skills were discovered based on pre-research in the field. First, many students cannot express events factually and have not met the 5W + 1H technical requirements, what, who, where, when, why, and how, as well as the ineffectiveness of sentences and EBI in writing news. Second, each student was given an assignment; many students complained that writing news was a difficult and boring task. The three students had no desire to write news. In learning to write news, the four teachers did not take the proper approach.

These issues also affect students in class VIII at SMPN 2 Padangpanjang. According to the findings of interviews conducted on February 1, 2020, with Mrs Nafiska Eriandini, S.Pd. the Indonesian language teacher, students' news text writing skills remain low. Completeness is only 39.19 percent, while incompleteness is 60.81 percent, with a class average of 67.3 out of 163 students, and many student scores are still below the school's standard minimum of 75, indicating that learning to write news texts is difficult for students.

Several indicators point to a lack of skill in writing news articles. (1) students have not been able to identify news elements, develop news elements into sentences that are consistent with the intent of the news elements, and correctly arrange news texts; and (2) teachers have not maximized the use of news stories learning approaches. To overcome these issues, a learning approach is required. Contextual Teaching and Learning Approach (CTL) is one approach that can be used to encourage student activity in learning activities (Tari & Rosana, 2019). The CTL approach is one method of learning that can be used.

CTL learning emphasizes full student participation, both physically and mentally. According to the CTL approach, learning is not a process of memorizing, remembering facts, demonstrating, and practising repeatedly, but rather a process of experiencing real life in the open world. The CTL approach is a learning approach that links the conditions of everyday life with the concept of learning (Fauziah & Nurita, 2019). The CTL approach to learning to write news can improve achievement because students are more motivated to learn or have the confidence to explore something new, making them enthusiastic about participating in the learning process.

According to Sanjaya (2006); Haryanto & Arty (2019); Yuwandara & Arnawa (2020); Hobri et al. (2018), CTL is a learning approach that emphasizes the process of full student involvement to locate the material being studied and relate it to real-life situations to encourage students to be able to apply it in real-life situations. CTL is a concept that helps teachers to associate the learning material with the students' real-world situations and encourages students to make connections between knowledge possessed by its application and their daily lives (Rahman et al., 2017). The following are the broad steps for implementing CTL in the classroom 1) Develop the idea that students will learn more meaningfully by working alone, discovering themselves, and constructing their new knowledge and skills; 2) Carry out as many inquiry activities as possible for all topics; 3) Develop students' curiosity by asking and or discussing; 4) Create a learning community; 5) Use the model as an example of learning; 6) Reflect at the end of the meeting or face-to-face; 7) Do the actual assessment in various ways (Qurnaini, 2013). Rusman (2010) suggests that the effect of CTL can improve learning outcomes because students are more eager to know new things so they don't get bored in the learning process. This significantly affects student achievement in school and can be applied in their lives. Using the CTL approach, the learning process can be carried out calmly and pleasantly. This requires teachers to be more creative in creating a conducive environment. The learning process is said to be effective if all students are actively involved both mentally, physically, and socially (Indrianty, 2018).

Based on the explanation above, the CTL approach is a viable option for learning Indonesian, particularly for learning to write news. Therefore, this study aims to analyze the effect of the CTL approach on students' news writing skills.

2. METHOD

2.1 Type of Research

This is a quantitative study that employs experimental methods. According to Arikunto (2015), the entire research subject is the population. The study population consisted of all students of class VIII SMPN 2 Padangpanjang, which consisted of 6 class VIII totaling 163 people, as shown in the table below.

The homogeneity test was used to determine the sample. The Barlett test is used for homogeneity, with the appropriate steps proposed by Cahyaningsih (2016). Based on the homogeneity test, class VIII B was chosen as the experimental class and VIII A as the control class, resulting in a total of 64 samples in this study. Observation sheets and news writing performance tests were used to collect data. The data analysis technique includes descriptive, require-

TABLE 1. SMPN 2 Padangpanjang Class VIII Student Population Academic Year 2020/2021

No	Class	Population
1	VIII A	32
2	VIII B	32
3	VIII C	32
4	VIII D	32
5	VIII E	17
6	VIII F	18
Total		163

ments testing, hypothesis testing, determining the effect, and testing the hypothesis using the t-test formula.

2.2 Data Analysis Techniques

According to Delianti et al. (2016), The standard deviation formula is used to determine the effect and test the hypothesis with a t-test.

3. RESULT & DISCUSSION

3.1 Result

In general, the comparison of the control and experimental classes of news writing skills for class VIII SMPN 2 Padangpanjang with the results of the calculation for the control class, the sum of all values of linguistic structure and rules is $2157/32 = 67.42$, while the experimental class with the sum of all values of linguistic structure and rules $3125/32=97.66$. The first hypothesis is that there are differences in students' news writing skills in Indonesian subjects between the control class, students who are not taught using the CTL approach, and the experimental class taught using the CTL.

The results of the t-test showed a significant t value ($t=6.889$, $p<0.05$). The alternative hypothesis is accepted that learning with the CTL approach to the experimental class produces higher news writing skill scores than the control class.

The second hypothesis was also proven, that there were differences in the news writing skills of experimental class students taught using the CTL approach compared to the control group ($t=5.976$, $p<0.005$). In the experimental class, the group of students writing news using the CTL approach outperformed the control group regarding news writing skills ($M=97.66$).

3.2 Discussion

3.2.1 Class VIII SMPN 2 Padangpanjang as Control Class News Writing Skills

According to data analysis, the average news writing skills of students in class VIII of SMPN 2 Padangpanjang are 67.42. According to the arithmetic average, the control class students' news writing skills are more than adequate. According to the 10-scale conversion, the average value is between 66 and 75 percent. The control class students' news writing skills can be assessed by analyzing the indicators assessed, structure and language. The average news writing skills score for students in the structural indicator control class is 74.06, indicating that they have more than adequate

qualifications. This is because there are still students who are unable to properly write news texts based on structure. With sufficient qualifications, the average score of news writing skills for class VIII SMPN 2 Padangpanjang control class linguistic indicators is 60.78. This is because some students still have not been able to correctly write news texts based on linguistic indicators. Excellent and high-quality writing cannot be separated from the author's and the writer's control over the writing process. To comprehend EBI, raw words, diction, effective sentences, and so on (Azkiya et al., 2020).

As a result, many students are still unable to write down all indicators, both from the structural and linguistic aspects of writing news. Many students employ all structural and linguistic indicators, but their application is inappropriate (Fuad & Suyanto, 2021; Nurjaya, 2016).

3.2.2 Class VIII SMPN 2 Padangpanjang as Experiment Class News Writing Skills

According to data analysis, the average news writing skills of class VIII SMPN 2 Padangpanjang experimental class students is 97.66. According to the arithmetic average, the eighth-grade students of SMPN 2 Padangpanjang in the experimental class have Perfect qualifications, ranging from 96 to 100 percent. This is because the experimental class used CTL approach, which makes it easier for students to write news using the language's structure and rules.

Analyzing the indicators assessed, structure and language, can help to improve news writing skills for class VIII SMPN 2 Padangpanjang experimental class. The average score for class VIII SMPN 2 Padangpanjang experimental class structure indicators is 97.65. Based on the 10-point conversion, the calculated average is in the 96-100 per cent range with Perfect qualifications. This is because students can write news texts with a good structure, according to Cahya (2012); Qurnaini (2013); Kosasih (2017) who believe that the structure of news texts is divided into three parts news headlines, news bodies, and the tail of the news, which can be described as an inverted triangle. The headline contains the title and initial information, the news body contains essential information, and the news tail is the final section.

These results were obtained by following the steps proposed by Sanjaya (2006) for applying the CTL approach, a) introduction, (1) teacher explains competence, (2) teacher explains CTL learning procedures, (3) teacher conducts questions and answers around tasks that each student, b must complete) Core, (1) students make observations, (2) students record the things found, (3) students discuss the findings according to their respective responsibilities, and (4) each group responds to the questions posed by the others.

The average linguistic element score for class VIII SMPN 2 Padangpanjang experimental class is 97.68. Based on the 10-point conversion, the calculated average is in the 96-100 percent range with Perfect qualification. All linguistic elements, according to Almasdi (2005); Ermanto (2005); Hasnun (2006) include the use of standard language, direct sentences, conjunctions, mental verbs, function adverbs of time, and temporal conjunctions.

3.2.3 The Effect of Using the CTL Approach in Learning to Write News for SMPN 2 Padangpanjang Class VIII Students

According to the findings and data analysis, there is a significant effect of using the CTL approach in learning to write news for students in class VIII at SMPN 2 Padangpanjang. This can be seen by comparing the average value of news writing skills using the CTL approach (97.66) to those not using the CTL approach (97.66). (67.42). Furthermore, it can be seen from the t-test results that $t\text{-count} \geq t\text{-table}$, the $t\text{-count}$ 29.96 and $t\text{-table}$ 1.66 at the real level 0.05, that H_0 is rejected and H_a is accepted.

According to the findings of hypothesis testing, the experimental class's use of the CTL approach has a more significant influence on students' skills in writing news than the control class, which does not use the contextual teaching and learning approach. This demonstrates that using the CTL approach can help students improve their news writing skills.

According to the findings of the first hypothesis, there are differences in the news writing skills of students who do not use the CTL approach, or control class, compared to the experimental class, with a significance level of 0.05 and degrees of freedom $n-2$ ($32-2=30$). As a result, H_0 is rejected. Because the test results show that $t\text{-count} \geq t\text{-table}$, H_a is accepted. The second hypothesis is that there are differences in news writing skills when using the CTL approach or the experimental class versus the control class, with a significance level of 0.05 and degrees of freedom $n-2$ ($32-2=30$). As a result, H_0 is rejected. Because the test results show that $t\text{-count} \geq t\text{-table}$, H_a is accepted. The third hypothesis, with a significance level of 0.05 and degrees of freedom $n-2$ ($32-2=30$), significantly affects the contextual teaching and learning approach or the experimental class compared to the control class. As a result, H_0 is rejected. Because the test results show that $t\text{-count} \geq t\text{-table}$, H_a is accepted. The calculation of the t-test formula against the hypothesis yielded a $t\text{-count}$ 6.55 at a significance level of 5 % and $t\text{-table} = 2.71$, indicating that $t\text{-count} \geq t\text{-table}$ ($6.55 \geq 2.71$).

Based on the data analysis findings, the following conclusions can be drawn: First, before using the CTL approach, students' learning outcomes in writing news stories were still poor. Second, students' learning outcomes in news writing improved after using the CTL approach. Three, there are significant differences in learning outcomes between students in the experimental class who were taught using the CTL approach and students in the control class who were not taught using the CTL approach. As a result, the CTL approach significantly impacts students' news writing abilities (Alfarobby & Parmin, 2012; Qurnaini, 2013; Sulaeman & Ariyana, 2018).

CTL is a learning approach that involves presenting material in various contexts relevant to everyday life, both at home, at school, and in the larger community. The CTL approach to learning teaches students how to apply their knowledge and skills in various contexts, both inside and outside the classroom. According to Rusman (2010) in the CTL approach, the teacher relates the material he teaches to real-world situations to encourage students to connect the knowledge they already have and apply it in everyday life.

Teachers must use a suitable and appropriate approach and the CTL approach to improve students' writing skills. CTL learning principles include: 1) planning learning based on the student's age, mental development, and condition, 2) forming study groups for discussion, 3) creating a supportive environment for independent learning, 4) recognizing the diversity of students' multi-intelligence, 5) considering student differentiation, and 6) using authentic assessment.

4. CONCLUSION

Based on the research mentioned above analysis and discussion, it is possible to conclude that, first, there are differences in the learning outcomes of control class students who do not use a contextual teaching and learning approach compared to the experimental class of class VIII SMPN 2 Padangpanjang students with a significance level of 0.05 and degrees of freedom $n-2$ ($32-2=30$). As a result, H_0 is rejected while H_a is accepted because the test results show $t\text{-count} \geq t\text{-table}$. Second, there are differences in the experimental and control classes' learning outcomes for students' news writing skills. As a result, H_0 is rejected. Because the test results show that $t\text{-count} \geq t\text{-table}$, H_a is accepted. Third, with a significance level of 0.05 and degrees of freedom $n-2$ ($32-2=30$), there is a significant effect on the results of the experimental class students' news writing skills compared to the control class of class VIII students of SMPN 2 Padangpanjang. As a result, H_0 is rejected. Because the test results show that $t\text{-count} \geq t\text{-table}$ ($6.55 \geq 2.71$), H_a is accepted.

5. ACKNOWLEDGMENT

Thank you and appreciate everyone who helped with this research, especially the principal, Indonesian language teachers, and class VIII students at SMPN 2 Padangpanjang.

References

- Alfarobby, M. I., & Parmin, M. (2012). Pengembangan Media Video Menulis Berita Berbasis Literasi Informasi Untuk Pembelajaran Menulis Teks Berita Bagi Siswa Kelas VIII SMP. *Ejournal. Unesa.Ac.Id*, 1-17.
- Almasdi. (2005). *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*. Pena Media.
- Arikunto, S. (2015). *Prosedur Penelitian Suatu Pendekatan*. Rineka Cipta.
- Azkiya, H., Isnanda, R., Pacah, A., Tangah, K., Pacah, A., & Tangah, K. (2020). Contribution of Argumentative Paragraph Toward Student 'S Writing Skill of Indonesian Education Students. *Gramatika*, 6(2), 193-206.
- Cahyaningsih, U. (2017). Pengaruh Model Pembelajaran Kooperatif Tipe Team Games Tournament (TGT) Terhadap Hasil Belajar Matematika Siswa SD. *Jurnal Cakrawala*, 3(1), 1-5.
- Cahya S, I. (2012). *Menulis Berita di Media Massa*. Citra Aji Pratama.
- Delianti, P. I., Tasrif, E., & Dewi, I. P. (2018). Pengaruh Model Pembelajaran Student Facilitator and Explaining Terhadap Hasil Belajar Simulasi Digital. *Voteteknika (Vocational Teknik Elektronika Dan Informatika)*, 6(1). <https://doi.org/10.24036/voteteknika.v6i1.10424>
- Djurain, H. (2009). *Panduan Menulis Berita*. UMM Press
- Ermanto. (2005). *Menjadi Wartaman Handal & Profesional*. Cinta Pena.
- Fauziah, A. M., & Nurita, T. (2019). Activities of students in using worksheet based on Contextual Teaching and Learning. *Journal of Physics: Conference Series*, 1417(1), 1-6. <https://doi.org/10.1088/1742-6596/1417/1/012088>
- Fuad, M., & Suyanto, E. (2021). Pengembangan modul pembelajaran menulis teks berita berbasis metode karyawisata. *AKSARA: Jurnal Bahasa Dan Sastra*, 22(1), 54-77. <https://doi.org/10.23960/aksara/v22i1.pp54-77>
- Haryanto, P. C., & Arty, I. S. (2019). The Application of Contextual Teaching and Learning in Natural Science to Improve Student's HOTS and Self-efficacy. *Journal of Physics: Conference Series*, 1233(1), 1-9. <https://doi.org/10.1088/1742-6596/1233/1/012106>
- Hasnun, A. (2006). *Pedoman Menulis Untuk Siswa SMP dan SMA*. Andi.
- Haugaard, R. H. (2018). Journalistic News Writing: A Case Study on Revisions of Content and Form. *Fachsprache*, 40(3-4), 122-140. <https://doi.org/10.24989/fs.v50i3-4.1517>
- Hobri, H., Septiawati, I., & Cahya Prihandoko, A. (2018). High-order thinking skill in contextual teaching and learning of mathematics based on lesson study for learning community. *International Journal of Engineering & Technology*, 7(3), 1576-1580. <https://doi.org/10.14419/ijet.v7i3.12110>
- Indrianty, T. (2018). Peningkatan Kemampuan Menulis Teks Berita melalui Metode Quantum Learning dengan Media Gambar Siswa Kelas VIII-E SMP Negeri 17 Surabaya. *KIBASP*, 1, 223-236.
- Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of Writing Research*, 1(1), 1-26. <https://doi.org/10.17239/jowr-2008.01.01.1>
- Kosasih. (2017). *Buku Teks Bahasa Indonesia SMP/MTs Kelas VIII Edisi Revisi 2017*. Kemendikbud.
- Nisja, I. (2019). <http://ejournal.stkip-pgri-sumbar.ac.id/index.php/jurnal-gramatika/index>. *Gramatika*, 5(2), 225-235.
- Novelti, Kristiawan, M., & Erpidawati. (2019). Development of the descriptive writing learning model using the audio visual media. *International Journal of Recent Technology and Engineering*, 8(3), 3488-3497. <https://doi.org/10.35940/ijrte.C5248.098319>
- Nurjaya, I. G. (2016). *Media Pembelajaran Menulis Berita Pada Siswa Kelas Viii Smp Negeri Se-Kecamatan Gerokgak*. 1.
- Qurnaini, I. (2013). Implementasi Pendekatan Contextual Teaching and Learning (CTL) dalam Pembelajaran IPA Terpadu untuk Meningkatkan Hasil Belajar Siswa Kelas VIII pada Tema Rokok di SMP Negeri 2 Ngoro. *Penelitian Sains*, 02(181-187).

- Rahman, H., Thalib, S., & Mahmud, A. (2017). Integrated Character Education in Social Sciences with Contextual Teaching and Learning Approach. *The New Educational Review*, 48(2), 53–64. <https://doi.org/10.15804/tner.2017.48.2.04>
- Rusman. (2010). *Model-model Pembelajaran (Mengembangkan Profesionalisme. Guru Edisi Kedua)*. Raja Grafindo Persada.
- Sanjaya, W. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Prenada Media.
- Sulaeman, A., & Ariyana, A. (2018). Pengaruh Penggunaan Model Pembelajaran Examples Non-Examples terhadap Hasil Belajar Menulis Teks Berita pada Siswa Kelas VIII SMPN 14 Kota Tangerang. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, 1(2), 17–27. <https://doi.org/10.31540/silamparibisa.v1i2.201>
- Tari, D. K., & Rosana, D. (2019). Contextual Teaching and Learning to Develop Critical Thinking and Practical Skills. *Journal of Physics: Conference Series*, 1233(1), 1–8. <https://doi.org/10.1088/1742-6596/1233/1/012102>
- Wilda, F. & Wahidah, F. D. K. (2021). The Contribution of Learning Motivation and Reading Comprehension Skill Toward Writing Biography Teks Skill. *Gramatika*, 7(2).
- Yuwandra, R., & Arnawa, I. M. (2020). Development of learning tools based on contextual teaching and learning in the fifth grade of primary schools. *Journal of Physics: Conference Series*, 1554(1), 1–5. <https://doi.org/10.1088/1742-6596/1554/1/012077>