

Improvement of the Ability to Write Exposition Text Using Contextual Learning Model of Students VIII-2 Class at SMP Muhammadiyah Ambon

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Article Info

Submitted: 20 June 2022

Accepted: 25 July 2022

Available Online: 10 August 2022

Published: 19 August 2022

Abstract

The Indonesian language curriculum, specifically in the composition of expository texts, is perceived as highly challenging for certain pupils. This is due to the insufficient diversity of the media or models employed. Consequently, the researcher undertook a study entitled "Enhancing Expository Writing Skills through the Contextual Learning Model for Class VIII-2 Students at SMP Muhammadiyah Ambon." This study is conducted as Classroom Action Research (CAR). This research was carried out at SMP Muhammadiyah Ambon, focusing on class VIII2, which comprised 23 students as subjects. Data was acquired through observations, interviews, assessments, and the dissemination of questionnaires. Data analysis revealed the following: (1) in cycle 1, the majority of students were unfamiliar with the CTL learning model, and in the pre-test, only 9 out of 23 students achieved the Minimal Competency Criteria (MCC); (2) assessment results in cycle II (subsequent to the implementation of the contextual learning model) indicated that students demonstrated proficiency in writing expository essays; (3) as shown in Table 4.5, only 3 out of 23 students failed to meet the MCC standard. The use of the contextual learning approach resulted in enhanced comprehension and improved proficiency in writing expository essays among students.

Keywords: *CAR; Contextual Learning Model; Exposition Text; Writing Ability*



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INTRODUCTION

Language proficiency is essential for all individuals engaged in any form of communication. The primary objective of teaching Indonesian is not merely the acquisition of theoretical knowledge, but, more crucially, the ability to utilize the language effectively and accurately across all facets of communication. Writing constitutes a facet of self-expression in language and necessitates a structured mode of thought articulated in written form. In this application, writing denotes an individual's proficiency in articulating ideas, thoughts, concepts, information, science, and experiences. Another productive skill encompasses both speaking and receptive components, including reading and listening comprehension, vocabulary acquisition, diction, sentence efficacy, spelling and punctuation usage, comprehension of various essay types, and the development of different paragraph structures (Parera 2001). Poetry is an essential literary work to be taught at Senior High School (SMA). The capacity to compose poetry is a skill that elucidates the author's ideas, thoughts, and emotions.

The 2013 curriculum encompasses the composition of expository texts, specifically targeting 8th-grade junior high school pupils. The students' inadequate proficiency in composing expository texts is attributable to two factors: internal and external. Internal variables encompass students' inadequate comprehension and knowledge of expository texts due to the unengaging media utilized, whereas external factors pertain to insufficient facilities and infrastructure in educational activities, including the teacher's instructional methods and models. Classroom learning appears tedious due to students' diminished enthusiasm to write, since they perceive writing as a more challenging task compared to the other four language abilities (Suparman, 2010). This necessitates that educators select learning models that ensure students' comfort both physically and psychologically during the learning process. Models applicable to the 2013 curriculum serve as references that help enhance and optimize student learning results, facilitating rapid comprehension and retention of the subject content. Consequently, the author opted to implement the contextual teaching and learning paradigm to enhance students' proficiency in composing expository papers (Hasibuan, 2014).

Johnson, as cited in Sugiyanto (2007), defines CTL as an instructional approach designed to assist students in perceiving the significance of academic content by linking academic subjects to their everyday experiences. The classroom application is structured to facilitate experiential learning, enabling students to construct their understanding of concepts pertinent to expository texts, so equipping them to address real-life challenges (Karim, 2017). For instance, when students encounter material from a text, they can efficiently extract key details by transcribing them into an expository format. A contextual learning program is an instructional activity framework devised by the educator (Huda, 2013). The lesson plan outlines a sequential scenario detailing the activities to be conducted with the students concerning the subject matter to be explored. The program encompasses the learning objectives, the media employed to attain those objectives, the educational resources, the instructional stages, and the authentic evaluation (Isjoni & Ismail, 2008). The framework encompasses programs devised by educators, which are genuinely individualized plans for their instructional focus with students. Observations at SMP Muhammadiyah Ambon revealed that students' knowledge and comprehension of the Indonesian language, namely in producing expository writings, were inadequate. Interviews conducted by the author with Indonesian language instructors at SMP Muhammadiyah Ambon revealed that the instruction of writing expository texts in Indonesian was deficient due to (1) insufficient student engagement in writing activities, (2) low motivation among students for writing, (3) an unengaging learning model necessitating enhancement, and (4) ineffective media that failed to attract students' interest. This resulted from students' disinterest in composing expository writings and educators' continued reliance on traditional instructional approaches. The diminished interest in writing among students, along with the limited diversity of models and media employed, has adversely impacted their motivation to write. The success of students in composing expository texts is evidenced by their achievement of a minimal mastery level, indicated by a MCC score of 70.00. In Indonesian language subjects, notably in the composition of expository texts, certain students have achieved the MCC, while others have not. This is due to the insufficient diversity of the media or models employed.

The researcher asserts that it is essential to examine the efficacy of contextual learning in enhancing students' proficiency in writing expository texts (Susiloningsih, 2016). Consequently, the researcher

undertook a study entitled "Enhancing Expository Writing Skills Through the Contextual Learning Model for Class VIII-2 Students at SMP Muhammadiyah Ambon."

METHODS

This research is a Classroom Action Research (CAR) type (Arikunto, 2007). CAR is action research conducted in the classroom with the aim of improving and enhancing the quality of learning practices (Arikunto, Supardi & Suhardjono, 2016). This type of research presents a more direct impact on students and teachers in relation to improving the teaching and learning process in the classroom. This research was carried out at SMP Muhammadiyah Ambon, specifically in class VIII-2, with 23 students as subjects. Research data was acquired by observations, interviews, assessments, and the dissemination of questionnaires.

RESULTS AND DISCUSSION

This study was executed in two phases, referred to as Cycle 1 and Cycle 2. Every cycle consisted of two meetings. The initial meeting in cycle 1 encompassed the assessment of students' fundamental skills, the formulation of lesson plans, and the introduction of the contextual learning paradigm to the students. During the second meeting of cycle 1, the researcher initiated the implementation of the contextual learning model to instruct on expository text content. Cycle 2 incorporated lesson planning derived from reflections on Cycle 1. The initial meeting of cycle I concentrated on instructing expository text composition skills utilizing the contextual learning technique. During the second meeting, a writing assessment was administered, and the students' scores were evaluated to ascertain if they had enhanced their abilities or achieved the minimum proficiency standard in composing expository writings.

This research commenced with an initial observation concerning students' proficiency in composing expository writings within the context of Indonesian language education. Initial observations indicate that the proficiency of VIII2 grade students at SMP Muhammadiyah Ambon in composing expository texts remains significantly deficient, as shown by the fact that numerous students have not attained the MCC of 70.00. Initial interviews with multiple students indicated that their proficiency in composing expository writings remains inadequate. Several students acknowledged struggling to comprehend the significance of an expository text, attributing this challenge to a misalignment between the instructional method employed and the content delivered. Meanwhile, the Indonesian language instructor reported that the current paradigm employed remains outdated, resulting in students' reluctance to participate in expository text writing tasks. This presents a challenge and hardship for the educators.

Cycle 1 consisted of two meetings. In the first meeting, the researcher distributed questionnaires to assess the classroom situation, student's basic abilities, and shortcomings in the expository writing learning process. The second meeting of Cycle 1 involved conveying the learning objectives for writing expository texts using the contextual learning model to the students.

Table 1. Results of the Questionnaire on Writing Expository Texts Using the CTL Students of Class VIII-2 SMP Muhammadiyah Ambon, Cycle I Meeting I

No.	Questions	Number of Students Who Provided Answers	
		Yes	No

1.	Do you know about expository texts?	14	9
2.	Do you enjoy writing expository texts?	2	21
3.	Are you already familiar with the principles of writing expository texts when you are learning to write them?	3	20
4.	Does learning to write expository texts often use specific media?	1	22
5.	Do you know how to write expository text using the CTL learning model?	-	23
6.	What do you think, after implementing expository text writing using the CTL model, did it make it easier for you to write expository texts?	2	21
7.	Is writing expository texts using contextual learning fun?	-	23
8.	Can writing expository texts using the contextual learning model improve your writing comprehension?	-	23
9.	Are you sure that by writing expository texts using the contextual learning model, your understanding will increase?	5	8
10.	Can using the contextual learning model improve your understanding of writing expository texts, with good and appropriate word usage?	4	19

Table 2. Assessment of Writing Exposition Text Learning Outcomes for 8th Grade Students at SMP Muhammadiyah Ambon

No.	Students Code	Content	Diction	Spelling and Punctuation	Text Structure	Total score	Value	Description
1.	S1	3	1	2	2	8	50	MCC
2.	S2	2	2	2	2	8	50	No MCC
3.	S3	3	3	3	4	13	81.25	MCC
4.	S4	3	2	2	3	10	62.5	No MCC
5.	S5	3	2	1	2	8	50	No MCC
6.	S6	4	3	3	3	13	81.25	MCC
7.	S7	2	1	1	2	6	37.5	No MCC
8.	S8	3	3	2	3	11	68.75	No MCC
9.	S9	4	3	2	3	12	75	No MCC
10.	S10	2	3	2	3	10	62.5	No MCC
11.	S11	4	4	3	4	15	93.75	MCC
12.	S12	3	2	2	3	10	62.5	No MCC
13.	S13	3	2	2	2	9	56.25	No MCC
14.	S14	3	3	2	3	11	68.75	No MCC
15.	S15	3	3	2	4	12	75	MCC
16.	S16	2	2	1	2	7	43.75	No MCC
17.	S17	3	2	3	3	11	68.75	No MCC
18.	S18	4	4	3	4	15	93.75	MCC
19.	S19	3	2	2	2	9	56.25	No MCC
20.	S20	2	2	1	2	7	43.75	No MCC
21.	S21	3	3	2	3	12	75	MCC
22.	S22	3	3	2	3	12	75	MCC
23.	S23	3	3	3	3	12	75	MCC

From Table 2 it can be concluded that out of a total of 23 students, only 9 met the MCC, while 14 did not meet the criteria for mastery. The average score obtained was 64.40.

Table 3. Results of the Questionnaire on Writing Expository Texts Using the CTL Students of Class VIII-2 SMP Muhammadiyah Ambon

No.	Questions	Number of Students Who Provided Answers	
		Yes	No

1.	Do you know about expository texts?	21	2
2.	Do you enjoy writing expository texts?	23	-
3.	Are you already familiar with the principles of writing expository texts when you are learning to write them?	21	2
4.	Does learning to write expository texts often use specific media?	18	5
5.	Do you know how to write expository text using the CTL learning model?	20	3
6.	What do you think, after implementing expository text writing using the CTL model, did it make it easier for you to write expository texts?	23	-
7.	Is writing expository texts using contextual learning fun?	22	1
8.	Can writing expository texts using the contextual learning model improve your writing comprehension?	21	2
9.	Are you sure that by writing expository texts using the contextual learning model, your understanding will increase?	19	4
10.	Can using the contextual learning model improve your understanding of writing expository texts, with good and appropriate word usage?	21	2

Table 4. Assessment of Writing Exposition Text Learning Outcomes for 8th Grade Students at SMP Muhammadiyah Ambon

No.	Students Code	Content	Diction	Spelling and Punctuation	Text Structure	Total score	Value	Description
1.	S1	3	3	3	3	12	75	MCC
2.	S2	3	3	3	3	12	75	MCC
3.	S3	4	4	3	4	15	93.75	MCC
4.	S4	4	3	3	3	13	81.25	MCC
5.	S5	3	3	3	3	12	75	MCC
6.	S6	4	3	4	4	15	93.75	MCC
7.	S7	3	2	3	3	10	62.5	No MCC
8.	S8	3	3	3	4	13	81.25	MCC
9.	S9	4	4	3	3	14	87.5	MCC
10.	S10	4	3	3	3	13	81.25	MCC
11.	S11	4	4	4	4	16	100	MCC
12.	S12	3	3	3	4	13	81.5	MCC
13.	S13	3	3	3	3	12	75	MCC
14.	S14	4	3	4	4	15	93.75	MCC
15.	S15	4	3	3	4	14	87.75	MCC
16.	S16	3	3	2	3	11	68.75	No MCC
17.	S17	4	4	3	4	15	93.75	MCC
18.	S18	4	4	4	4	16	100	MCC
19.	S19	3	3	3	3	12	75	MCC
20.	S20	3	2	3	2	10	62.5	No MCC
21.	S21	4	3	3	3	13	81.25	MCC
22.	S22	3	3	3	4	13	81.25	MCC
23.	S23	4	3	4	3	14	87.5	MCC

From Table 4 based on the results above, it can be concluded that out of a total of 23 students, only 3 students have not yet met the MCC.

Results of the Cycle I CAR. Based on the results of the first cycle research, in the first week's meeting, activities were carried out according to the steps of the contextual learning model. The teacher conditions the class, gives the learning information, and then provides an example of an expository text (named "Benefits of Aloe Vera") that correlates with the learning objectives. This is done so that students can produce an expository text based on that title. The teacher splits the pupils into small groups so they can discuss with each other (cooperation). After the group results are finished, the teacher next asks each group to present their group's work in front of the class, while the other groups listen, then make comments and ideas. After the assignment is ready, the teacher then informs all the students to collect their work. Before ending the lecture, the teacher and students summarized the content and gave motivation for the pupils to practice carefully at home.

Survey Results Cycle I, Meeting I. Based on the questionnaire results in Table 1 it was found that the

majority of students had never heard of the CTL learning model. After the teacher applied the CTL learning model to the students, they were easily able to participate and improve their writing skills. This learning model is used so that the learning being done does not seem monotonous, thus helping students write expository texts.

Results of the Expository Text Writing Assessment for Cycle I. The examination of expository text writing skills is focused on 4 (four) aspects: content, diction, spelling and punctuation, and text organization. Based on the assessment of expository text writing in the second meeting (Table 2), the following results were obtained. Out of 23 pupils, only 9 have finished or met the minimum proficiency levels assigned. The remaining 14 students have not yet reached the minimum proficiency criteria. Thus, learning in Cycle I was not successful and needs to be maintained in the second cycle for additional improvements.

Student Difficulty Data for Cycle I Meeting II. In Table 3 students were not yet able to write well. Students experienced problems with content (5 students), diction (11 students), spelling and punctuation (17 students), and text structure (8 students).

Results of the Cycle II Classroom Action Research. Cycle II learning is the improvement stage for the weaknesses found in Cycle I, based on the reflection results from Cycle I that not all students had completed the material or reached the minimum passing score. The teacher explained the weaknesses from the first cycle, then briefly presented the learning material. Using the different themes provided, the teacher instructed each student to rewrite an expository text, which was then collected and used for the Cycle II assessment.

Survey Results Cycle II Meeting 1. Based on the data in Table 4. the conclusion of the results of the learning questionnaire for Cycle II, Meeting I can be drawn as follows: Although in reality not all students believed that the material offered by the teacher in Indonesian language learning, especially in writing expository writings, was dull, all students in class VIII2 claimed that they enjoyed learning Indonesian, especially writing expository texts. Beside that, 21 students claimed to knowing about expository texts, despite all students stated they knew about expository texts, there were 2 students who were not yet familiar with expository texts. Meanwhile, 23 students claimed they preferred writing explanatory texts. All pupils reported that the teacher constantly gave motivation when they had difficulty in writing. Five students noted that the teacher had not employed a contextual learning model so far, and seven students stated that they had never written expository papers utilizing a contextual learning model. Despite this, all students also stated that writing exercises became fairly enjoyable with the use of the contextual learning approach. All students reported they enjoyed producing expository texts utilizing the contextual learning methodology. Twenty-one students felt that adopting the contextual learning model in writing expository texts may improve their comprehension, and they were optimistic about an improvement in the process of learning to write expository writings using the contextual learning model. This successfully dispelled students' apparent difficulty with the process of creating expository writings, reducing the number from 19 students to only 4. So that all students in class VIII2 eventually recognized that the adoption of the contextual learning approach had played an important role in offering significant benefits for Indonesian language acquisition.

Results of the Expository Text Writing Assessment Cycle II. Based on the assessment results from Cycle II, students were able to write expository essays well, based on the 4 (four) aspects of writing expository texts: content, diction, spelling and punctuation, and text structure. As explained by (BNSP, 2007). Based on the results of the writing skills assessment in Table 4.5, it can be seen that on average, students have completed or met the MCC. Out of 23 students, only 3 have not yet met the MCC standard. Based on the CAR assessment criteria, the results in the second cycle have met the MCC standard.

Student Difficulty Data for Cycle II Meeting II. There has been a better improvement. Students did not experience any problems with content, while 2 students had issues with diction, 2 with spelling and punctuation, and 1 with text structure.

Improvement in Cycle I and Cycle II. Based on the results from Cycle I and Cycle II, there was a significant improvement in Cycle II. Looking at the assessment results in Cycle I, out of a total of 23 students, only 9 met the MCC, while the other 14 did not, with an average score of 64.40. In Cycle II, out of a total of 23 students, only 3 did not meet the minimum passing score, with an average score in Cycle II of 82.33. It can be concluded that writing expository texts using the learning model. Contextual learning can improve student learning outcomes, as evidenced by the increased results in Cycle II.

CONCLUSION

Thru the use of the contextual learning concept for 8th-grade students at SMP Muhammadiyah Ambon. It is known that the adoption of the contextual model can draw students' attention in learning and make it easier for them to absorb the information. Learning Indonesian, specifically writing expository texts using a contextual learning paradigm, can provide a learning environment that helps students to be intellectually active and increase their knowledge and comprehension in learning to write expository texts. The adoption of the contextual learning approach in teaching writing skills for eighth-grade students at SMP Muhammadiyah Ambon has demonstrated to have a very significant impact on students in the teaching and learning process. Before this contextual learning methodology was established, students' average scores were below the school's minimum passing grade of 70. However, with the application of the contextual learning paradigm, students' scores improved dramatically in the classroom learning process. The implementation of the first cycle still had flaws, including: content, diction, spelling and punctuation, and text organization. The number of students who met the minimal passing score in the first cycle was only 9 students with an average score of 64.40. However, in the second cycle, there was a considerable improvement in students' ability to compose expository texts, with 20 out of 23 students attaining the minimal passing level and an average score of 82.33.

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