Empowering reading and writing skills of primary students with contextual teaching learning approach

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ABSTRACT

Background: To some students, learning Indonesian is very boring especially for students who are not used to read and write.

Purpose: This study aims to improve the Indonesian Language Learning Outcomes in grade II students at Sukajadi 02 Elementary School in the Indonesian language subject.

Design and methods: This classroom action research refers to the Kemmis and Mc Taggart Model which is commonly referred to as the spiral model consisting of four stages. The planning stage, the action stage, the observation stage, the reflection stage

Results: The result showed that Through the Contextual Teaching and Learning Approach, learning Indonesian in reading and writing is easier to apply in everyday life that students encounter. It can improve Indonesian language learning outcomes in literacy

Keywords: writing skill; reading skill; contextual teaching learning

Introduction

Education is an activity to optimize the development of the potential and personal characteristics of students (Hidayah, 2015). These activities are directed towards achieving goals called educational goals. Education is a need that must be met in the process of life. This issue is a topic of conversation both among educators and parents, especially among education experts.

The state of Indonesia consists of various tribes who live on several islands. The Indonesian state has a unified language, namely Indonesian. Indonesian as a language of unity has a very important position in community life. Therefore, Indonesian is taught since grade 1. Indonesian as a means of communication that has the status of being the language of unity is very important to be taught since childhood.

Indonesian cannot be separated from the culture of the Indonesian people because Indonesian is used as a means of communicating with various tribes in the country. Indonesian has been taught since childhood, but not many teachers do a good and correct teaching model. The Indonesian language teaching method cannot use one method because Indonesian itself is dynamic in nature. Language itself is not a science but a skill, so the use of appropriate methods needs to be done.

Learning Indonesian at the elementary school level relies heavily on the use of applicable and interesting methods. Interesting learning will lure children to continue and feel at home learning Indonesian as the second language after their mother tongue. If students are already interested in learning, it will easily improve student achievement in the field of language. To

some students, learning Indonesian is very boring especially for students who are not used to read and write. As the students are used to be invited to read and write letters repeatedly, and the delivery of their teacher is less interesting material. So that students indirectly become weak in mastering reading and writing. Learning to read in elementary schools which are carried out at the low-grade level is an early stage of reading learning or called preliminary reading (Dimyati & Mudjiono, 2009).

Based on the results of observations made by researchers, it is found that the low learning outcomes of the Indonesian language are caused by several factors, namely: (1) Some students do not recognize letters so that not yet able to read; (2) The use of learning methods is less varied; (3) Teachers' teaching is too abstract; (4) Inactivity of students in learning.

Based on the above problems, the Contextual Teaching and Learning or CTL approach is a suitable approach to overcome reading and writing difficulties. CTL is a learning concept that encourages teachers to connect the material being taught and students' real-world situations (Siregar & Nara, 2014). Therefore, pre-reading and writing need the attention of the teacher, so that the next stage, namely further reading at higher grades, can run smoothly. Seeing the conditions in the field is what underlies the researcher to research how to improve advanced reading skills using the Contextual Teaching and Learning Approach. This is also supported by an expert who argues that the CTL approach helps students develop their potential, with the interaction between students, each student is also able to be open in sharing knowledge with his friends to the school environment (Sardiman, 2011).

CTL is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they are learning by linking the material to the context of their daily lives so that students have flexible knowledge or skills (Haryadi & Aripin, 2015).

This study aims to improve the Indonesian Language Learning Outcomes in grade II students at Sukajadi 02 Elementary School in the Indonesian language subject.

Methods

This classroom action research refers to the Kemmis and Mc Taggart Model which is commonly referred to as the spiral model consisting of four stages. The planning stage, the action stage, the observation stage, the reflection stage. The four stages are a series that cannot be separated from one another. The basic concept of the CTL strategy. Three things must be understood in using CTL. The first must emphasize the process of student involvement in finding material. Second, CTL encourages students to find the relationship between the material being studied and real-life situations.

Findings & Discussion

The results of the study include two phases, namely pre-research data and research results. In conducting the research, an initial description of the learning outcomes obtained by grade 2 students of Sukajadi 02 Elementary School in the Indonesian language subject is in the form of a preliminary test.

The initial data obtained by the researcher aims to be used as a reference in planning the implementation of the follow-up to be implemented research so that the researcher can focus on things that will be improved. Whereat the initial stage an average value of 52.67% was obtained. As for students who achieved mastery learning in the pre-cycle reached 33.33% or as many as 10 students were said to be complete, and 20 students who had not reached completeness or as many as 66.67%. So with these data, a classroom action research design was

carried out. including (1) Preparation of Learning Implementation Plans (2) Preparing observation sheets (3) Preparing props (4) Making research schedules (5) Research implementation. The learning implementation carried out by the researcher is following the lesson plan by applying the CTL approach, question and answer, and discussion. Learning Indonesian in cycle 1 was observed by researchers to obtain positive findings on learning outcomes. at the beginning of learning cycle 1 Learning about reading and writing material is carried out. The basic competencies in this research are so that students can describe the plants around according to their characteristics by using sentences that are easy to understand by others, indicators of this material students can mention the types of vegetables that contain vitamins, to learn to be able to write the names of plants that contain vitamins and be able to read out the students' work.

The criterion for the succession

This research aims to improve the Indonesian Language Learning Outcomes in class II students at Sukajadi 02 Elementary School in the Indonesian language subject. A Classroom Action Research (CAR) can be said to be successful if there is an increase in student learning outcomes and activeness. Action research is said to be successful if there is an increase in learning outcomes in classroom action research carried out at Sukajadi 02 Elementary School. It is hoped that an increase in learning outcomes can be said to be achieved if students get a better improvement. The criteria for success in this study were 75% or as many as 23 people from 30 students, so the research action was said to be successful.

Data processing analysis carried out in this study was to take the post-test answers from students. In conducting the research, an initial description of the learning outcomes obtained by grade 2 students of Sukajadi 02 Elementary School in the Indonesian language subject is in the form of a preliminary test. The preliminary data obtained by this researcher aims to be used as a reference for researchers in planning the implementation of the follow-up to be implemented so that researchers can focus on things that will be improved. At the beginning of learning cycle 1, learning about reading and writing material is carried out. The basic competencies in this research are so that students can describe the plants around according to their characteristics by using sentences that are easy to understand by others, indicators of this material students are able to mention the types of vegetables that contain vitamins, with the aim of learning to be able to write the names of plants that contain vitamins and be able to read out the students' work. In this activity, it was carried out smoothly. All students in grade 2, totaling 30 people, were all present.

Initial activities
(a) condition students with greetings and prayers. (b) Students tidy up tables and benches (c) convey the learning objectives to be achieved and convey the learning steps that will be carried out. (d) perform apperception about the material to be delivered by singing and question and answer about the material related to the subject to be delivered.

Core activities
(a) Students are divided into 5 groups to discuss how to write the names of objects shown by the teacher (pencils, books, desks, pens). Each group has students who have mastered reading and writing. (b) Read aloud letter by letter in a repeated manner. (c) Familiarize students with reading and writing a variety of through certain meaningful tasks. (d) Facilitating students through giving assignments, etc. to come up with new ideas, both verbally and in writing. (e) Give group assignments in the form of questions to write down the names

of animals and objects found in the school garden. (f) provide opportunities to think, analyze, solve problems and act without fear.

Final activities
(a) Students and teachers conclude the results of learning activities carried out together. (B) The teacher ends the lesson by conducting an evaluation. Next. (c) The teacher provides suggestions and motivation so that students are more active in participating in learning and provide assignments and homework.

Action observation
Implementation of action observation is carried out by observing and researching student activities with Indonesian language learning. This observation was carried out by the researcher by filling in the student activity observation sheet to assess student activity.

Based on the observations of researchers in cycle 1, it can be said that the researcher has carried out learning activities following the learning implementation plan, but there are still deficiencies in the implementation of the learning, including:

Observation of Student Activity Data
During the learning process several student activities are assessed by Researchers, the student activity assessed is the attention, courage, and activeness of students. The following is table 4.5 of data on the results of observations of the second-grade students of Sukajadi 02 Public Elementary School 02

Analysis of student activity data on average all students have the attention of 64.5%, students are brave 6.74%, and the activeness of 54% students with 60 scores, amounting to 19 students or as many as 63.33%, while the remaining 11 students or 36.67% have not shown good activity. Overall the average student activity shown in learning is 68.67%.

It was recorded that the cumulative value of students' learning outcomes in Indonesian, the improvement of reading and writing learning outcomes at Sukajadi 02 Public Elementary School using the CTL Approach. In the initial conditions, the students' average score only reached 52.67, while in the first cycle, the implementation of the CTL Approach in Indonesian Language Lessons increased the average value of students to reach 68.67%. And in the second cycle, it increased significantly from 30 students, 26 students had reached the predetermined KKM. With the achievement of an average value of 81.33%.

Based on this graph, the learning outcomes obtained by students have increased by only 63% while cycle 2 shows that the percentage of student learning completeness has increased, reaching 93%. With this data, the increase in the percentage of student learning outcomes completeness is 30%.

Efforts to overcome the obstacles faced by teachers in learning is a process of changing individual behavior through interaction with their environment. Learning is a basic process for the development of human life. By learning, humans make individual qualitative changes so that their behavior develops. is a behavior change, whereas that behavior is an observable action. In other words, behavior is an action that can be observed or the result of an action or several actions that can be observed. Learning is an everyday activity that people learn can be lived or experienced by people who are learning.

Student learning outcomes can be measured directly using learning outcomes tests. The learning outcome test is a test that can measure a person's achievement in a particular field as a result of a deliberate learning process in the form of knowledge, understanding, skills, values, and attitudes. The ability to answer test results as a result of measurement (it can be

a score or value) is one of the indicators of success that a person can achieve in his learning efforts.

Based on these problems, to overcome them, it is necessary to pay special attention to students who are still unable to write and read. Reading is a process that is carried out and used by readers to get the message the writer wants to convey through the media of written words/language. Reading is also a receptive skill for written language. Reading skills can be developed independently from listening and speaking skills.

Writing is a productive skill using writing. Writing can be said to be a slightly complicated skill for elementary school children compared to other skills, this is because writing is not just copying words and sentences but developing and expressing thoughts of a regular written structure.

Besides the teacher guiding students who are unable to read and write, teachers need to ask students who are fluent in reading and writing to help their friends who cannot.

The basic concept of the learning strategy CTL is a learning strategy that emphasizes the process of full student engagement to be able to find the material being studied and relate it to real-life situations to encourage students to apply it in their lives.

Three things must be understood. in using CTL. The first must emphasize the process of student involvement in finding material. Second, CTL encourages students to find a relationship between the material being studied and real-life situations, meaning that students are required to be able to capture the relationship between the material being studied and real-life situations, meaning that students are required to be able to capture the relationship between learning experiences. at school with real life. Third, CTL encourages students to be able to apply it in life, meaning that CTL not only expects students to understand the material they learn but how the subject matter can color their behavior in everyday life. Subject matter in CTL is not to be piled up in the brain and then forgotten, but as a provision for students to navigate real life.

In this regard, there are five important characteristics in the learning process using the CTL approach. In CTL, learning is the process of activating existing knowledge (Activating knowledge), meaning that what will be learned is inseparable from the knowledge that has been learned, thus the knowledge that will be obtained by students is complete knowledge that is related to one another. Contextual learning is learning to acquire knowledge. The new knowledge is acquired in a deductive way, meaning that learning begins with learning as a whole, then paying attention to the details. Understanding of knowledge means that the knowledge gained is not to memorize but to be understood and believed, for example by asking for feedback from others about the knowledge gained and new knowledge based on the responses it developed. Practicing this knowledge and experience, meaning that the knowledge and experience gained must be applicable in student life so that changes can be seen in students' behavior. Reflection, the strategy of development of knowledge, is done as a good bait for process improvement and refinement strategies can thus friends can utilize the time while waiting for a friend who has not completed its work. And friends who can't be helped to solve the problem. That way the atmosphere in the classroom will be more conducive and don't forget to use the Contextual Teaching and Learning Approach so that students can experience learning directly faced with real life, so students can quickly and easily learn to read and write.

CTL as a learning approach has 7 principles. These principles underlie the implementation of the learning process using the CTL approach, the seven principles are constructivism, Inquiry, asking, learning community, modelling, reflection, and rate real.

Constructivism is the process of building or structuring new knowledge in students' cognitive structures based on experience. Inquiry means that the learning process is based on

search and discovery through a systematic process. Learning is essentially asking and answering questions. Asking questions can be seen as a reflection of the curiosity of each individual. Meanwhile, answering questions reflects a person's ability to think. In the learning process through CTL, the teacher does not just convey information but provokes it so that students can find out for themselves. A problem may not be solved alone, but requires the help of other people. Mutual give and take cooperation is needed to solve problems. The concept of a learning community in CTL suggests that learning outcomes be obtained through collaboration with others. This collaboration can take various forms, both formally and in an environment that occurs naturally. The principle of modeling is the learning process by demonstrating something as an example that can be imitated by every student. For example, the teacher gives examples of plants including vegetables, or the sports teacher gives examples of how to throw a ball, the art teacher gives examples of how to play musical instruments, and so on. Reflection is the process of depositing learned experiences which are carried out by reordering the events that prevent learning that has been passed. Rate Real is similar to authentic assessment. The conventional learning process that is often carried out by teachers at this time, usually emphasizes the development of the intellectual aspect, so that the evaluation tools used are limited to the use of tests. With the test, it can be seen how far students have mastered the subject matter. In CTL, learning success is not only determined by the development of intellectual abilities but the development of all aspects. Therefore, the assessment of success is not only determined by aspects of learning outcomes such as test results, but also the learning process through real assessments. Authentic assessment is a process carried out by the teacher to collect information.

The principle of finding described above is an important principle in CTL learning, through the process of thinking as described above, it is hoped that students will have a scientific, rational, and logical attitude. all of which are needed as a basis for forming creativity.

Steps for Learning CTL
The steps for learning CTL include:
1. Developing thoughts that children will learn more meaningfully by working on their own, discovering themselves, and constructing their own new knowledge and skills.
2. Carry out as far as possible inquiry activities for all topics
3. Develop students' curiosity by asking questions
4. Creating a learning society
5. Presenting a model as an example of learning
6. Reflecting at the end of the meeting.

The advantages of the CTL learning model
1. Provide opportunities for students to be able to move forward according to their potential students so that is actively involved in the teaching learning activity.
2. Students can think critically and creatively in collecting data, understanding an issue, and solving problems and the teacher can be more creative.
3. Make students aware of what they are learning.
4. The selection of information based on student needs is not determined by the teacher.
5. Learning is more fun and less boring.
6. Helping students work effectively in groups.
7. Developing good cooperation between individuals and groups

Conclusion

Based on the results of classroom action research activities carried out in two cycles, it can be concluded. Through the Contextual Teaching and Learning Approach, it can improve Indonesian language learning outcomes in literacy in grade 2 Sukajadi 02 Elementary School. Through the Contextual Teaching and Learning Approach, the attitude of the 2nd-grade students of Sukajadi 02 State Elementary School prefers Indonesian Language subjects. Through the Contextual Teaching and Learning Approach, learning Indonesian in reading and writing is easier to apply in everyday life that students encounter.

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