

Enhancing Students Ability to Appreciate Short Story through Contextual Approach

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Abstract—This paper aims to describe "Enhancing the Ability to Appreciate Short Story Literature for Students in Class IX through a Contextual Approach. The research subjects were students of class IX 2 of SMP Negeri 38 Sijunjung in the academic year of 2017/2018, while the object of the study was a short story. The design of research is Classroom Action Research that is carried out in two cycles. The results of pre-cycle is lowest score 45, the highest 70, the average 55.45, the number of students who completed 6 and those who were not 16. In first cycle, the lowest score 48, the highest 84, the average 66.54, the number of students was who completed 9 and not 13 children. In the second cycle, the lowest score 55, the highest 90, the average 71.68, the number of students was who completed 20 and not 2 children. From these results, learning with a contextual approach should be developed and implemented in the Indonesian language learning process.

Keywords—*appreciation short stories, contextual approaches*

I. INTRODUCTION

Improving the quality of learning is characterized by increasing learning outcomes achieved by students in the learning process. In fact, teacher experienced in the classroom shows that during the literary learning process, students have not done much activity and are struggling with literature. The teacher's role is still dominant, students are more likely to hear and record what the teacher gives. Problems in the teaching and learning process are also found by previous research [1],[2],[3].

Furthermore, the opportunity to ask questions given by the teacher is generally not responded by students, almost no students want to ask even though the desire exists, reflected in their eyes. Vice versa, when the teacher asks, students wait for each other who among them will answer the teacher's question and hope that he is not the one who is appointed to answer the teacher's questions, even though some will ask or answer only a small part of the students in the class. Likewise, when given the opportunity to conduct learning activities in the form of discussions in small or large groups, students have not been able to engage themselves actively, students prefer to learn by themselves, listen and record what is instructed by the teacher, and teachers tend to assess cognitive aspects only. As a result, students feel bored and unmotivated in learning literature. Finally, literary appreciation is considered a burdensome burden. As a result, it is natural that literary appreciation ability is still low because literary appreciation learning has

not yet reached its target in accordance with the demands of the curriculum.

In the curriculum, Indonesian language and literature subjects have learning material that combines language and literature which consists of aspects of listening, speaking, reading and writing. Both are an inseparable unity, language functions as a medium for imagining or creating reality, while literary appreciation is needed to appreciate literature.

The principles of literary appreciation learning that need to be considered are as follows, (a) literary learning can increase sense sensitivity to national culture, (b) literary learning provides inner satisfaction and teaching skills in aesthetic works through language, (c) literary learning is not only teaching literary history, flow and theories about literature, and (d) literary learning is a learning to give humanity value from literary works [4].

The conditions that have been described, indicate that the learning process is still teacher-centered needs to be improved. Students must get a learning experience that is more meaningful and involves students. The teacher must choose methods or approaches that are appropriate to increase the activity and literary appreciation ability of short stories.

Some problems are indicators of the failure of teaching short stories literary appreciation in schools. New literary learning can attract students' attention when the chosen work and the learning carried out can provoke experience and bring students' creativity [5]. For this, a strategy or method is needed and the readiness of sources in the form of literary works. The problem that often occurs is that literary learning has not been able to open the eyes of students to the attractiveness of literature, only to determine the intrinsic and extrinsic elements of literary works, without relating the student's experience.

Literary learning outcomes should be measured in various ways; the process of activity, work, changes in mindset, behavior, and reasoning. Appraisal methods like this are recommended through a contextual approach that provides opportunities for students to creativity with authentic assessment [5] in the case of literary learning needs to be considered, how to create enjoyable literary learning. If all this time, often Indonesian language teachers avoid literary material for various reasons, then this is something that must be avoided. Therefore, in literary learning, teachers can do several things, including implementing context-based (environmental) literary

learning. The teacher chooses the themes of literary material that matches the environment in which the student is located.

Then, the contextual approach can be implemented as one of the efforts to create learning that is able to engage students actively in providing a more meaningful learning experience, as well as to increase activities and the ability to appreciate student literature. Contextual approach is a learning approach that emphasizes the process of full involvement of students to find material that is learned and relate it to real life situations so as to encourage students to apply it in their lives [6]. The application of this contextual approach has been applied in several Classroom Action Research (CAR) and got a success rate for improving student learning processes and student outcomes. Contextual approaches and interest in learning in the learning process affect the learning outcomes of mathematics [7]. Although the object of his research is learning mathematics, the author assumes that this contextual approach will also influence the learning of Indonesian language, especially appreciating short stories. Much research has been done on contextual approaches [1] [8], [9], [10], [11], [12]. Based on those research, the writer examines the effectiveness of contextual approaches in enhancing students' literary appreciation ability in learning Indonesian language and literature.

The contextual learning can be described as follows, (1) Selection of information based on student needs. (2) Students are actively involved in the learning process. (3) Learning is associated with real-life/simulated problems. (4) Always associate information with the knowledge that students already have. (5) Tends to integrate several fields. (6) Students use their learning time to find, explore, discuss, think critically or work on projects, and problem-solving (through group work). (7) Behavior is built on self-awareness. (8) Skills are developed on the basis of understanding. The gift of good behavior is self-satisfaction. (9) Students do not do bad things because they realize it is wrong and harmful. (10) Good behavior based on intrinsic motivation. (11) Learning takes place in various places, contexts, and settings. (12) Learning outcomes are measured through the application of authentic assessments [13]. This authentic assessment is in accordance with the assessment carried out in the 2013 curriculum. Curriculum requires the use of authentic assessment, which is believed that authentic assessment is more capable of providing information on students' abilities holistically and validly [14].

Limitation of the problem as described above, many factors are thought to be determinants of student success in learning literary appreciation. Of the various factors that have been described, the approaches and strategies used by the teacher in the learning process have a significant role in achieving learning success including literary learning. Teacher creativity in designing learning, choosing strategies, approaches, and methods in learning has a very strategic role in determining the learning process.

For this reason, this study is limited to how the application of contextual approaches in improving the

ability to appreciate short stories of class IX 2 students of Sijunjung 38 Junior High School. The ability to appreciate the short stories of researchers limits the basic competencies in class IX 2 semester one, namely finding themes, backgrounds, characterizations in short stories and analyzing life values in short stories.

Problem formulation based on background, identification, and limitation of the problem, the problem of this research can be formulated as follows. (1) To what extent can the contextual approach improve the ability to appreciate short stories in class IX 2 of SMP Negeri 38 Sijunjung, and (2) what factors influence the improvement of the ability to appreciate short stories in class IX 2 of SMP Negeri 38 Sijunjung.

The purpose of this class action research is (1) to explain the process of enhancing the appreciation of short stories through contextual approach of students of class IX 2 of SMP Negeri 38 Sijunjung, (2) to explain the factors that influence the improvement of the ability to appreciate short literature in class IX 2 of SMP Negeri 38 Sijunjung.

II. METHOD

The type of research is classroom action research (Classroom Action Research). Classroom action research, hereinafter referred to as CAR, is research conducted by the teacher in his own class through self-reflection, with the aim of improving his performance as a teacher, so that student learning outcomes are increased [15].

This research was conducted in class IX 2 of SMP Negeri 38 Sijunjung located at Jalan Batu Gandang, Nagari Limo Koto, Tanjung Ampalu, Koto VII, Sijunjung, West Sumatra Province. Research did in first semester of the 2017/2018 school year.

The research subjects were class IX 2 students of SMP Negeri 38 Sijunjung, academic year 2017/2018. There were 22 students consisting of 10 men and 12 girls. The reason for choosing this class because the author taught in the class and the literary appreciation ability of students' short stories was still very low because the condition of the school was still far from what was expected in accordance with the settings described earlier.

This research was conducted for Indonesian language and literature subjects by focusing on aspects of the ability to appreciate short story literature at the junior high level consisting of aspects of listening to literature, speaking literature, reading literature, and writing literature. To focus more on this research, researchers chose the ability to appreciate short stories because in class IX 2 of the first-semester basic competencies led to short stories and considering classroom action research must be in line with KBM and should not interfere with KBM.

This research was proposed four components, namely planning, action, observation, and reflection [16]. The four components in the form of strands are seen as one cycle.

This research was carried out in two cycles. Each cycle is held for three meetings. Each cycle is expected to have

changes that will be achieved based on the weaknesses and strengths of the students. The steps in the cycle consist in accordance with the explanation consisting of planning, acting, observing and reflecting.

This research data was collected using data collection instruments, namely research as a key instrument assisted by observers or observations. Researchers as data collectors used data collection techniques in the form of tests, observations, and questionnaires using data collection tools in the form of questions, observation sheets, and questionnaires or questionnaires.

During the data collection tool to complete the data as follows, (1) The matter of literary appreciation tests is to determine the students' initial ability to appreciate literature. (2) The research rubric is also used in each learning process to determine the development of abilities in each learning process. And (3) Observation sheets are used to observe the ongoing learning.

The data obtained in this study were analyzed using qualitative analysis techniques using an interactive analysis technique model offered which consists of three components of activities that are interrelated with one another: data reduction, some (display) data, and drawing conclusions [17].

The indicator of the success of this action research is if the learning process of short story literary appreciation can be carried out with a contextual approach, the attitudes and behaviors of students have shown positive things towards the application of contextual approaches, and the ability of students to appreciate short stories has been able to reach or exceed the Minimum Completeness Criteria (KKM) which has been set at the beginning of learning in the KD that is 65.

III. RESULT AND DISCUSSION

This study was conducted in two cycles, six meetings. The learning material presented during this study is about appreciating the intrinsic elements and values contained in the short story.

This chapter presents the results of the research that has been carried out in the odd semester of the 2017/2018 learning year in accordance with the series of actions that have been carried out for each cycle.

A. Description of The Initial Conditions

Preliminary observations in the process of learning Indonesian, especially in learning short story literary appreciation so far has not been in accordance with the demands of the curriculum, learning activities emphasize learning outcomes more than the process. The teacher gives theories and assigns students to read literary works, sometimes not complete literary works, students are given assignments, after completion, are collected and rated. Students are not given the opportunity to wrestle with literature just reading. The teacher does not observe and guide students in the process of appreciating. The teacher also does not involve students in the assessment process, so

that students' mistakes are always repeated. For this reason, the writer conducts a pre-cycle assessment and the results can be seen in the following table.

TABLE 1. PRE-CYCLE VALUE RESULTS

The Highest Score	Lowest Value	Complete Students	Students Who Are Not Complete	Average Grades
70	45	6 people	16 people	55,45

Based on the data in table 1, it can be seen that the students' ability before the classroom action research using a contextual approach only obtained the highest score of 70, the lowest score of 45, students who completed 6 people, students who did not complete 16 people, with an average score of 55.45 far below the KKM that was set at the beginning of the school year for KD, understanding the intrinsic elements of a short story is 65.

B. Description of Research Results Cycle I

1. First Cycle

Research in the first cycle is scheduled for three meetings. The first meeting was held on Wednesday, November 1, 2017, the second meeting was on Thursday, November 2, 2017, and the third meeting was on Wednesday, November 8, 2017. The data presented were starting from planning, implementing, observing, and reflecting on the planning and implementation of actions learning.

2. Observation and Evaluation Results

Observations or observations are carried out in line with the implementation of the learning process in each cycle by using observation sheets or observation sheets. To be more objective the results of this study, observation activities assisted by observers by using instruments or observation sheets that have been provided.

a) Acquisition of Final Learning Outcomes Cycle I

Besides group values in the teaching and learning process, individual values are taken and the contextual approach is applied. Individual assessment is given at the end of each cycle. The results of individual student scores can be seen in table 2 below.

TABLE 2. COMPARISON OF THE PRE-CYCLE TEST AND CYCLE I GAIN

The Highest Score	Lowest Value	Complete Students	Students Who Are Not Complete	Average Grades
84	48	9 people	13 people	66,54

Based on the data in table 2, it can be seen that by applying a contextual approach to learning short story literary appreciation, individual scores at the end of the cycle increase. Classically the average acquisition of students before CAR was only 55.45 but after ending the cycle one with three meetings increased to 66.54. Based on the results of the first cycle, obtained an overview that there has been an increase in learning outcomes quite well in

students in appreciating short story literature by applying contextual approaches in the learning process. This happens because students are indeed involved in the learning process activities to appreciate literature with great pleasure, even though there is a decrease in one person.

b) Reflection on Action Cycle I

Based on the results of observations and the results of the evaluation conducted a reflection of the activities in the first cycle by obtaining an illustration that by using contextual approaches can change students' behavior and activities in learning. Even though in this case the change is felt not as desired. Seen in the first meeting students are still unfamiliar with the learning process that focuses more on students' activities. Students are not used to learning with groups to find out their own learning concepts to be achieved, but in this case, it can provoke some creative students.

Followed by the second and third meetings, students are increasingly motivated to maintain their respective groups and find concepts of learning material. The thing that makes students interesting is that the selection of short stories entitled "Dogs, Fried Rice and Chicken Piggy Bank" is very favored by students because the stories that are in it are more contextual with the lives of students compared to all this time the teacher only uses existing short stories in the packaged book.

The results of the analysis on the results of the first cycle test give a reflection to the researcher that of the fifteen questions given give an illustration that the student's weaknesses still appear in the aspect of formulating the character, character, theme, determining the character, and point of view of the author. These aspects need more attention in the next cycle.

C. Description of Results of Cycle II

Based on the results of reflection and discussion with observers in cycle I, it was shown that the increase in activity and student learning outcomes needed to be improved, so this study continued in cycle II. As in the first cycle, in the second cycle, there were also planned three meetings and one meeting for the final cycle test. The schedule for this second cycle meeting is the first meeting Wednesday 15 November 2017, the second meeting Thursday 16 November 2017, and the third meeting Wednesday 22 November 2017.

a) Acquisition of Final Cycle II

Learning Outcomes Acquisition of student learning outcomes in the second cycle is more increased than the value obtained in cycle one. This acquisition can also be taken from group values in the learning process and individuals after ending cycle one. The value of learning outcomes is taken individually in understanding short stories, finding values and meanings, the second and third meetings find characters, character, plot, theme, mandate, and point of view of the author. This increase can be seen in table 3 below.

TABLE 3. COMPARISON OF IMPROVED LEARNING OUTCOMES IN PRE-CYCLE, CYCLE I, AND CYCLE II

The Highest Score	Lowest Value	Complete Students	Students Who Are Not Complete	Average Grades
90	55	20 people	2 people	71,68

Based on the data in table 3 it can be seen that there is an increase in the student's acquisition value at the end of the second cycle with an average also increasing. In the first cycle, the average score of students was 66.54, increased in the second cycle to 71.68 from the KKM which was set 65. However, in the second cycle it was also seen that there were still two students who had not been completed or had not been able to achieve KKM 65 because it only managed to get 55 and 60, but it has increased from the acquisition of 48 in cycle one and one student still get a score of 60. In addition, an increase in the average value classically starting from the pre-cycle, cycle I and cycle II stages more clearly the comparison can be seen in table 4 below.

TABLE 4. INCREASING THE VALUE OF STUDENTS EVERY CYCLE

Activities	The Highest Score	Lowest Value	Complete Students	Students Who Are Not Complete	Average Grades
Pre-cycle	70	50	6 people	16 people	55,45
Cycle I	84	48	9 people	13 people	65,54
Cycle II	90	55	20 people	2 people	71,68

The end of the second cycle gives an illustration that indeed the application of contextual approaches in learning short story literary appreciation can increase students' activities in learning, while at the same time increasing the ability of students in the acquisition of values to appreciate short stories.

b) Reflection on Cycle II

Actions From the table, it can be seen that the learning outcomes obtained by students also increase in observation of activities and learning motivation of students has also increased.

Based on observations of the process and evaluation in the second cycle activity, reflection can be carried out as follows, (1) At the end of the second cycle meeting it can be observed that the application of contextual approaches and learning short stories literary appreciation can increase student activity in learning, even though they must be trained and familiarized in learning, because not all students are used to receiving it. (2) The components of the contextual approach in accordance with the indicators can be implemented at a good level, except authentic modeling and assessment. (3) In terms of students' attitudes and behavior in learning, it can be observed that the application of a contextual approach is good.

Based on the questionnaire given to students at the end of the study, it was obtained an illustration that actually students were very happy with the application of a

contextual approach because contextual approaches can increase motivation in learning. What needs to be considered is how to compile instructional materials and structured tasks for students so that they are more easily understood, because some students still find it difficult to understand without teacher guidance. Based on the research conducted at the end of the second cycle, it was felt that students' reading ability greatly supported all activities began to increase, but students still needed a long time to understand short stories.

The results of the classical student learning process have not been completed. However, individual learning outcomes have increased, this can be seen from the acquisition of the first cycle with the second cycle in the table.

IV. CONCLUSION

Based on the findings of the study it can be concluded that the process of learning literary appreciation, especially understanding short stories by applying contextual approaches in class IX 2 of SMP Negeri 38 Sijunjung can run better and meaningful. The application of contextual approaches in the learning process can increase student activities in learning and improve students' ability to appreciate short stories.

The application of contextual approaches in literary appreciation learning especially short story appreciation is carried out in several stages, namely planning, implementing, and researching. The preparation stage consists of selecting material and learning materials that are close to students or contextual, the selection of contextual material can help students to more quickly understand literary works, especially short stories.

The implementation of learning with the application of contextual approaches can be done by varying the components in a contextual approach, such as constructivism, questioning, inquiry, community learning, modeling, reflection, and authentic assessment in learning. Learning with a contextual approach emphasizes more on student activities by using methods that focus more on student activities.

The application of contextual approaches in short story appreciation learning can improve the ability to appreciate students' short stories gradually in each cycle of researchers doing, this picture can be seen from the acquisition of process values and the final cycle values in the table above. Besides that, students' creativity can also be seen in the

students' work at the end of the learning to write a synopsis based on the theme found in the short story.

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