

**IMPROVING STUDENTS' ABILITY IN WRITING SHORT STORY BY
USING CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD
AT GRADE VIII MTs AS-SAKINAH TANAH RAJA ACADEMIC
YEAR 2021/2022**

Azhary Tambusai¹, Ummul Khair²
azharytambusai60@gmail.com¹, ummulkhair821@gmail.com²
Universitas Muslim Nusantara Al-Washliyah Medan

Abstrak

Peningkatan Kemampuan Menulis Cerpen Melalui Pendekatan Kontekstual Pada Siswa Kelas VIII MTs As-Sakinah Tanah Raja. Penelitian ini adalah penelitian tindakan kelas (Classroom Action Research) yang bertujuan untuk mendeskripsikan peningkatan kemampuan menulis cerpen pada siswa kelas VIII MTs As-Sakinah Tanah Raja dengan menggunakan pendekatan kontekstual yang berjumlah 24 orang yang terdiri dari 10 laki-laki 14 perempuan pada semester ganjil pada tahun pelajaran 2021-2022. Selama empat kali pertemuan. Pengambilan data observasi aktivitas belajar murid dilakukan pada setiap proses pembelajaran berlangsung dan tes hasil belajar murid dilakukan pada tiap akhir siklus. Hasil penelitian menunjukkan bahwa terjadi peningkatan aktivitas belajar murid dari siklus I ke siklus II yaitu dalam menyimak penjelasan guru, mengajukan pertanyaan, menjawab pertanyaan, kerjasama dalam kelompok dan mengajukan tanggapan. Hasil belajar murid juga mengalami peningkatan yaitu yang disusun pada siklus I sebesar 34,37 dengan presentase 16,7% dan pada siklus II 76,88 dengan presentase sebesar 62,5%.

Kata Kunci: Menulis Cerpen, Pendekatan Kontekstual, Hasil Belajar.

Abstract

Improving students' ability in writing short story by using Contextual Approaches for class VIII Students' of MTs As-Sakinah Tanah Raja. This research is a Classroom Action Research (CAR) which aims to describe the improvement of the ability to write short stories in class VIII MTs As-Sakinah Tanah Raja by using a contextual approach totaling 24 students consisting of 10 boys and 14 girls in odd semesters in the 2021-2022 school year. During four meetings. Observation data collection of student learning activities is carried out at each ongoing learning process and student learning process and students' learning outcomes tests are carried out at the end of each cycle. The results showed that there was an increase in students' learning activities from cycle I to cycle II, namely in listening to teacher explanation, asking questions, answering question, working in rroups and submitting responses. Students' learning outcomes also increased, namely those arranged in the cycle I of 34,37 with a percentage of 16,7% and in the cycle II of 76,88 with a percentage of 62,5%.

Keyword: Writing Short Story, Contextual Approach, Learning Outcomes.

INTRODUCTION

In Indonesian, teaching and learning are important for human life. All people should have an education. In this case, study English is important to all people, especially for our generation because English is an International language and it has been using spread all over the world. Most people consider to learning English as difficult especially in writing.

There are various types of writing activities. All types of writing are manifested in both fiction and nonfiction writing activities. The fiction writing also known as fictional writing that never existed in the real world, while nonfiction writing or also called fact a writing is writing the actually occurs in the real world. Sayuti further revealed that nonfiction writing activities include writing papers, writing reports, writing review, and writing news coverage. Writing fiction is writing poetry, writing prose and writing rhymes. Writing prose includes writing short stories, writing novels, writing romance. Short story writing skill should get more encouragement and attention by educators. Writing a short story needs clear direction.

Class VIII students have several problems experienced in writing short stories, namely student skill have difficulty in determining story ideas, some students feel confused about how to get ideas. At this stage, students actually spend a lot of time. In fact this stage is only the initial stage for starting short story

writing activities. This result in a lack of student in were at and motivation in writing short stories. There are only a few who seen to be fluent in writing short stories.

In addition, the students' ability in writing short stories in these schools is still not optimal. This happened because of the limited time for learning to write short stories, teachers also have difficulty fostering student interest and motivation to write. Learning to write is one of the lesson that requires special attention either by subject teacher or parties involved in the preparation of the learning curriculum. So far, learning to write is still mostly presented in theoretical form. This causes students' to lack writing habits so that it is difficult for them to express ideas in writing.

Lack of writing practice is one of the facts that students are less skilled at writing students' in high school, are required to be able to express ideas, thoughts, opinion, and experiences into something, an orderly, systematic, and logical sequence of written language is not easy task. But work that requires constant training.

As an implementation in learning to write short stories, teachers can use various learning models. In this connection, the learning model used in learning also greatly influences that achievement of teaching goals in short story writing. The learning model in literature learning can create a quality learning situation and it is expected that a positive attitude from students to dive into short story writing. Therefore, it is necessary to change teaching efforts by applying certain learning models.

When the author conducted an interview with a class VIII teacher of English lesson at the MTs As-Sakinah Tanah Raja it turn out that the short story writing skills are low so that it affected other learning. According to the teacher, this was caused by the attitude of the students who did not respond when the learning took place. The attitude of students who are lazy, less active when learning, shy, and not confident in expressing ideas, and lack of mastery of learning materials make it difficult for them to learn at school. A part from that, learning is only done by providing material about short stories in the form of theory and a little practice. The teacher only gives examples, while students only read the literature. Meanwhile teachers are reluctant to discuss students' work. So learning to write short stories is very boring. This is evidenced by the existence of the average score of students' writing results which is still low and less than the predetermined minimum score grades 60-69.

So far, teaching short story writing skills in schools, has been less than optimal. The teacher conveyed the theory about writing short stories, still using the lecture method and a little practice. This makes students bored and finally lazy to learn to write short stories. One

way that can be done to make the class livelier and more active is by encouraging students to practice creative writing. This is done by providing the right method to make it easier for students to write short stories.

Starting from the description above, the researcher finds a solution to solve the problem by using a contextual approach to make it easier for students to determine the meaning and direction of writing from the teacher's discussion to make short stories.

The learning method used in improving short story writing, in this research is planning which contains a series of activities designed to improve the ability to write short stories. The method used to carry out the varied methods here is the recitation method (assignment) is a method of presenting learning materials where the teacher gives assignments certain so that students do learning activities. Then the most important method, namely the training method is a good way of teaching to inculcate certain habits. This method can also be used to acquire dexterity, accuracy, opportunity and skills.

Based on the above background, the writer will conduct a study with a title, namely "Improving the students' ability in Writing Short Stories through a Contextual Approach in class VIII Students of MTs As-Sakinah Tanah Raja Regency Serdang Bedagai."

METHODOLOGY RESEARCH

This research was a type of Classroom Action Research (CAR). The Classroom Action Research model which consists of several cycles of action in learning based on reflections on the results of the actions in the previous cycle. Each cycle consists of four stages which include planning, implementation, observation, and reflection. Each cycle was carried out with a discussion of different materials and carried out according to the desired changes. The factor investigated in this approach is the application of a contextual approach in an effort to improve the ability to write short stories in class VIII students' of MTs As-Sakinah Tanah Raja. Based on these circumstances, it is hoped that this approach can improve students' ability in writing short stories.

RESULT AND DISCUSSION

Cycle I

1. Student Learning Outcomes

Based on the results of research that has been done by researchers, the data obtained from student learning outcomes in cycle I. This data was collected through the English language learning outcomes instrument. The results of the first cycle test can be seen in the table below.

Table 1.

The results of observing student activities during cycle I

| No | Observed Indicators | The Meeting | | | % |
|----|---|-------------|----|----|-------|
| | | 1 | 2 | 3 | |
| 1. | Student Attendance | 24 | 24 | 24 | 100 |
| 2. | Student who propose solutions when the teacher gives a problem to motivate at the beginning of learning | 10 | 11 | 13 | 37,77 |
| 3. | Students who ask questions about the given problem | 4 | 6 | 10 | 22,22 |
| 4. | Students who propose solutions in groups to the given problem | 7 | 8 | 10 | 27,77 |
| 5. | Students who respond to solutions to problems posed by other students in the group | 8 | 8 | 10 | 28,88 |

| No | Observed Indicators | The Meeting | | | % |
|----|--|-------------|----|----|-------|
| | | 1 | 2 | 3 | |
| 6. | Active students work together in groups to solve problems | 7 | 9 | 10 | 28,88 |
| 7. | Students who do other activities when the learning process takes place | 15 | 17 | 13 | 50,00 |

In the first cycle the results of observations made on student learning activities during the learning process that took place turned out to be in the first cycle there were 7 assesment criteria for observasing student activities. Based on the table above, there was an increase from the first meeting to the third. At the first meeting, the attendance of student was complete, the learning process, some students have also paid attention to what is explained by the researcher. This condition is caused by students not understanding the material presented by researcher. When asked to read the results of their assignments, the students looked very enthusiastic.

However, there are still many students who talk and do other activities during the learning process. Based on the results of research that has been carried out by researchers, the date obtained from student learning outcomes in cycle I. This data was collected through the English Language learning outcomes instrument. Cycle In test results can be seen in the table below:

Table 2.

The value of the text of cycle I improving the ability to write short stories

| Subject Number | SCORE | | | | | | | | | | Amount | Final Score |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------|-------------|
| | A | | B | | | C | | | D | | | |
| | A ₁ | A ₂ | B ₁ | B ₂ | B ₃ | C ₁ | C ₂ | C ₃ | D ₁ | D ₂ | | |
| S1 | 4 | 3 | 3 | 2 | 3 | 33 | 3 | 3 | 3 | 4 | 31 | 77,5 |
| S2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 23 | 57,5 |
| S3 | 3 | 1 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 21 | 52,5 |
| S4 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 20 | 50 |
| S5 | 4 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 30 | 75 |
| S6 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 31 | 77,5 |
| S7 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 25 | 62,5 |
| S8 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 20 | 50 |
| S9 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 25 | 62,5 |
| S10 | 3 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 2 | 2 | 20 | 50 |
| S11 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 24 | 60 |
| S12 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 26 | 65 |
| S13 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 26 | 65 |
| S14 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 21 | 52,5 |
| S15 | 4 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 30 | 75 |
| S16 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 23 | 57,5 |
| S17 | 3 | 2 | 2 | 1 | 3 | 2 | 3 | 3 | 1 | 2 | 22 | 55 |
| S18 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 22 | 55 |
| S19 | 2 | 2 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 22 | 55 |
| S20 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 1 | 21 | 52,5 |
| S21 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 26 | 65 |
| S22 | 2 | 1 | 1 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 22 | 55 |
| S23 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 20 | 50 |
| S24 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 25 | 62,5 |
| Amount | | | | | | | | | | | 576 | 825 |
| Average | | | | | | | | | | | | 34,37 |

Description:

A1 = The suitability of the content of the story with the theme

A2 = Story development creativity

B1 = Plot presentation

B2 = Character presentation

- B3 = Background presentation
- C1 = Point of view presentation
- C2 = Diction selection
- C3 = Use of title
- D1 = Spelling Writing
- D2 = Use of punctuation

In this cycle, a test of learning outcomes in the form of short stories is carried out, after completing the action for cycle I. The descriptive analysis of the scores of learning outcomes for writing short stories for class VIII Students of MTs As-Sakinah Tanah Raja using acontextual research.

Table 3.
Score statistics for improving the ability to write short stories cycle I

| Statistics | Statistics Score |
|---------------|------------------|
| Subject | 24 |
| Ideal Score | 100 |
| Highest Score | 77,5 |
| Lowest Score | 50 |
| Total Score | 825 |
| Average Score | 34,37 |

If the scores of students' learning outcomes in making essays in the cycle I are grouped into 4 categories (interval class), then the frequency is obtained as follows:

Table 4.
Frequency Distribution of the Percentage of Scores for increasing the ability to write short stories at the end of the cycle I

| Score interval | Category | Frequency | Perresentation (%) |
|----------------|-----------|-----------|--------------------|
| 0 – 74 | Low | 20 | 83,3 % |
| 75 – 84 | Medium | 4 | 16,7 % |
| 85 – 95 | High | - | 0 % |
| 96 – 100 | Very High | - | 0 % |
| Amount | | 24 | 100 % |

Based on tables 3 and tables 4, it can be concluded that the average score of student learning outcomes in the MTs As-Sakinah Tanah raja class in the cycle I of 34,37 is in the low category. Furhermore, it an be concluded that of the 24 students who were the research subjects, 20 students (83,3%) scored in the low category while 4 students (16,7%) scored in the medium category. The percentage of completeness of writing short stories using a contextual research for students of MTs As-Sakinah Tanah Raja cycle I is shown in the following table:

Table 5.
Percentage of Completeness of learning Outcomes of Short Story Writing Cycle I

| No | Score | Category | Frequency | Presentase (%) |
|--------|----------|--------------|-----------|----------------|
| 1. | 0 – 74 | Not Finished | 20 | 83,3 % |
| 2. | 75 – 100 | Finished | 4 | 16,7 % |
| Amount | | | 24 | 100 % |

Based on table 5, it was obtained that the completeness of students learning outcomes, namely 4 students were categorized as complete and 20 students were categorized as incomplete. Form the results obtained, it can be stated that in cycle I it is still low.

2. Student Activities

The results of observations of students activities in learning to write short stories using a contextual research for class VIII MTS As-Sakinah Tanah Raja, shows that the average scre of student activity is 34,37 which is in the oassive category. Thus, it can be said that the student activities in the cycle I have not been effective.

In the cycle I students are still less motivated to learn so they are less focused on the material. This can be seen in the number of students who ask questions on the given problem which is still relatively low, besides that, it can be seen from students who propose less solutions. The attitude of students generally still does not give a positive response to the model used. This is because students are not used to being asked questions before the learning process, let alone working individually to solve problems.

Cycle II

1. Learning Outcomes

Based on the results of research that researchers have done, then obtained data on student learning outcomes cycle II.

Table 6.

The results of observations of students activities during the cycle II

| No | Observed Indicators | The Meeting | | | % |
|----|---|-------------|----|----|-------|
| | | 1 | 2 | 3 | |
| 1. | Student Attendance | 24 | 24 | 24 | 100 |
| 2. | Student who submit solutions when the teacher gives problemsto motivate the beginning of learning | 13 | 12 | 14 | 43,33 |
| 3. | Students who ask questions for the given problems. | 6 | 9 | 13 | 31,11 |
| 4. | Students who submit solutions in groups of problems provided | 7 | 9 | 12 | 31,11 |
| 5. | Students who respond to solutions to problems posed by other students in the group | 8 | 10 | 13 | 34,44 |
| 6. | Active students work together in groups to solve problems | 8 | 11 | 13 | 35,55 |
| 7. | Students who carry out other activities during the learning process | 11 | 9 | 8 | 31,11 |

In cycle II, it appears that there are competing groups and it appears that curiosity has emerged about material discussed. In the second week of the second cycle, basically alost the same as the first week of the second cycle, only in the second week he attention and motivation increased. This is marked by the increasing frequency of students who propose solutions when the teacher gives problems at the beginning of learning, ask question about the problems given responses in groups. This indicates that students are serious about leraning.

This data was collected through the English language learning outcoes instrument. Cycle II test results can be seen in the table below:

Table 7.

Cycle II text value writing short stories.

| Subject Number | SCORE | | | | | | | | | | Amount | Final Score |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------|-------------|
| | A | | B | | | C | | | D | | | |
| | A ₁ | A ₂ | B ₁ | B ₂ | B ₃ | C ₁ | C ₂ | C ₃ | D ₁ | D ₂ | | |
| S1 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 33 | 82.5 |
| S2 | 4 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 4 | 2 | 29 | 72.5 |
| S3 | 3 | 2 | 2 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 29 | 72.5 |
| S4 | 2 | 3 | 2 | 3 | 2 | 3 | 4 | 2 | 4 | 3 | 28 | 70 |
| S5 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 31 | 77.5 |
| S6 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 35 | 87.5 |
| S7 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 32 | 80 |
| S8 | 4 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 4 | 4 | 30 | 75 |
| S9 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 33 | 82.5 |
| S10 | 4 | 3 | 1 | 4 | 4 | 2 | 3 | 4 | 3 | 3 | 34 | 85 |
| S11 | 3 | 4 | 3 | 4 | 3 | 4 | 2 | 3 | 4 | 4 | 34 | 85 |
| S12 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 34 | 85 |

| Subject Number | SCORE | | | | | | | | | | Amount | Final Score |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------|-------------|
| | A | | B | | | C | | | D | | | |
| | A ₁ | A ₂ | B ₁ | B ₂ | B ₃ | C ₁ | C ₂ | C ₃ | D ₁ | D ₂ | | |
| S13 | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 4 | 2 | 2 | 33 | 82.5 |
| S14 | 3 | 3 | 2 | 4 | 3 | 2 | 2 | 2 | 2 | 2 | 29 | 72.5 |
| S15 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 31 | 77.5 |
| S16 | 2 | 2 | 2 | 2 | 4 | 3 | 2 | 3 | 3 | 2 | 25 | 62.5 |
| S17 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 25 | 62.5 |
| S18 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 2 | 2 | 2 | 28 | 70 |
| S19 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 4 | 3 | 3 | 28 | 70 |
| S20 | 4 | 2 | 2 | 4 | 2 | 4 | 2 | 3 | 2 | 4 | 29 | 72.5 |
| S21 | 4 | 4 | 3 | 3 | 3 | 4 | 2 | 4 | 2 | 4 | 33 | 82.5 |
| S22 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 2 | 3 | 33 | 82.5 |
| S23 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 32 | 80 |
| S24 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 30 | 62,5 |
| Amount | | | | | | | | | | | 738 | 1845 |
| Average | | | | | | | | | | | | 76,88 |

Description:

A1 = The suitability of the content of the story with the theme

A2 = Story development creativity

B1 = Plot presentation

B2 = Character presentation

B3 = Background presentation

C1 = Point of view presentation

C2 = Diction selection

C3 = Use of title

D1 = Spelling Writing

D2 = Use of punctuation

The results of the descriptive analysis of the second cycle of learning outcomes were in the good category, after taking action for 2 meetings and evaluation was held by giving a test of the results of learning to write short stories using a contextual research to class VIII MTs As-Sakinah Tanah Raja students. At the end of the cycle II is presented in the following table:

Table 8.

Score statistics improving the ability to write short stories cycle II

| Statistics | Statistics Score |
|---------------|------------------|
| Sample Size | 24 |
| Ideal Score | 100 |
| Highest Score | 87,5 |
| Lowest Score | 62,5 |
| Total Score | 1845 |
| Average Score | 76,88 |

Based on the table above, it can be seen that from a score of 0-100 the lowest score obtained was a score of 62,5 while the highest score obtained by students was 87,5. This shows that student learning outcomes in cycle II regarding writing short stories through the contextual approach of grade VIII MTs As-Sakinah Tanah Raja have reached the KKM value (75).

Table 9.

Distribution of frequency and percentage of learning outcomes to write short stories.

| Score interval | Category | Frequency | Persentation (%) |
|----------------|-----------|-----------|------------------|
| 0 – 74 | Low | 9 | 37,5 % |
| 75 – 84 | Medium | 9 | 37,5 % |
| 85 – 95 | High | 6 | 25 % |
| 96 – 100 | Very High | - | 0 % |

| Score interval | Category | Frequency | Persentation (%) |
|----------------|----------|-----------|------------------|
| Amount | | 24 | 100 % |

Based on the table 7 it can be concluded that the average score of grade VIII students learning outcomes in cycle II is 37,5% in the low category, 37,5% in the medium category, 25% in the high category, 0% in the very high category. The percentage of completeness of the results of writing short stories using the contextual approach of grade VIII students of MTs As-Sakinah Tanah raja cycle II is shown in the following table:

Table 10.

Percentage of completion of learning to write short stories

| No | Score | Category | Frequency | Presentase (%) |
|--------|----------|------------|-----------|----------------|
| 1. | 0 – 74 | Complete | 9 | 37,5 % |
| 2. | 75 – 100 | Imcomplete | 15 | 62,5 % |
| Amount | | | 24 | 100 % |

Based on table, it was obtained that the vompleteness of student learning outcomes was 15 students categorized as complete and 9 students categorized as imcomplete. From the results obtained, it can be stated that in cycle II there has been as increase in learning outcomes.

2. Student Activity

The results of the observation of student activity in the cycle II increased more that the cycle II where the average score of student activity was 76,88 which was in the active category. Thus it can be said that the student activities in this cycle have been effective.

Based on the results of research on the process and results of tests or evaluations of students learning with shor story writing material through cycle II using a contextual approach, there has been a excellent improvement. The average score of the short story writing ability test results for students of class VIII MTs As-Sakinah Tanah Raja after giving the action.

In the cycle I is 34,37 from the ideal score that my be achieved, which is 100. The highest score is 77,5 and the lowest is 50. If the students short story writing abilty test scores are grouped into four categories, then the frequency distribution and percentage are obtained, namely there are 20 studnets are in he lw category with a presentation Of 83,3% , There are 4 students in he medium category with a percentage of 16,7% , then for students who are in the high a highest category with a percentage of 0%. There are 20 student (83,3%) who have imcompleted and 4 students (16,7%) have completed the short story writing test. The percentage of completeness of the student learning outcomes test is still considered not sufficient to achieve the performance indicators of this study, namely if you get a score of 75 (KKM) from an ideal score of 100, then the class is considered complete in learning to write short stories using a contextual approach.

The process and results obtained in the first cycle are considered not optimal. This is because there are still students who are less active and motivated in participating in the learning process, as evidenced by the low observation sheet on the students short story writing test results with an average score of 34,37 from the ideal score of 100. After the first cycle ended, the researcher continued to cycle II. The results of learning English by using a contextual approach in cycle II there was a significant increase. Judging from the average score of 24 students, which is 76.88 of the expected ideal score is 100. The highest score is 87.5 and the lowest is 62.5. If the student's short story writing ability test scores are grouped into four categories, then the frequency and percentage distribution is obtained, namely there are 9 students in the low category with a presentation of 37.5%, there are 9 students in the medium category with a percentage of 37.5%, then 6 students who fall into the high category with a percentage of 25.0% and very high with a percentage of 0%. It appears that of the 24 students of class VIII MTs As-Sakinah Tanah Raja there are 9 students (37.5%) who have not achieved the KKM score and 15 students (62.5%) who are declared complete in the short story writing test, so that in the second cycle it is considered complete in learning to write short stories using a contextual approach.

The results of observing student activities in the cycle II increased more than the cycle I where the average score of student activity was 76.88 which was in the active category. Thus, it can be said that student activities in cycle II have been effective.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the ability to write short stories using a contextual approach in class VIII MTs As-Sakinah Tanah Raja has increased. From the results of initial observations. At the first meeting, the attendance of students was complete, the learning process still felt lacking. Students are less enthusiastic about participating in the learning process, some students have also paid attention to what is explained by the researcher. This condition is caused by the students not fully understanding the material presented by the researcher. When asked to read the results of their assignments, the students looked very enthusiastic. However, there are still many students who talk and do other activities during the learning process. Based on the results of research that has been carried out by researchers, the data obtained from student learning outcomes in cycle I. This is indicated by an increase in the average score of students' learning outcomes to write short stories. The first cycle is 34.37 with a learning completeness percentage of 16.7% and in the second cycle it is 76.88 with a learning mastery percentage of 62.5%.

Learning with a contextual approach can improve the results of short story writing skills. Students' knowledge in writing short stories has increased from cycle I to cycle II. From the previous cycle I, only 4 students completed from 24 students. However, in cycle II 15 students were declared complete. The success of

learning can also be seen from the percentage level of writing short stories in the first cycle of 16.7% to 76.88% in the second cycle. Overall, at the end of cycle II, all aspects and criteria for writing short stories have increased significantly. From the results of the research above, it is proven that the use of a contextual approach is considered successful and can improve the ability to write short stories in class VIII students of MTs As-Sakinah Tanah Raja, Serdang Bedagai.

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