

The Application of A Contextual Approach in Indonesian Learning About Writing Exposition Text

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Abstract

Indonesian language learning can not be separated from the methods of approach in the delivery of materials in this case one of the approaches used is contextual approach. The implementation of this approach must have inhibitory factors and supporting factors. The purpose of this research was to find out how the implementation of the application, inhibitory factors and supporting factors contextual approach in learning Indonesian text material exposition students Class X IPA 3 SMA 1 Negeri Kinali. This type of research is descriptive qualitative. Data collection by conducting observations of teachers, students and classes, interviews and documentation. The subjects of this study were Indonesian language teachers and X IPA 3 grade students. Data validity technique is triangulation of sources by means of data suppression obtained. Based on the results of research conducted by researchers to teachers and students of Grade X IPA 3 SMA 1 Negeri Kinali. That the implementation of contextual approach is implemented ideally this has been proven by the existence of research interviews to teachers, students and monitoring carried out when the teaching and learning process takes place and the supporting factors are enthusiastic learners in following the learning, as well as adequate facilities and pre-facilities and inhibitory factors are lack of time and lack of materials delivered.

Keyword: Exposition text, contextual approach, writing ability

A. Introduction

Learning Indonesian requires a long and complex effort. That way students are expected to have competence in listening, reading, writing, presenting orally, having sufficient knowledge regarding the efficient use of Indonesian in various languages. The purpose of students pursuing Indonesian subjects is to develop good and correct children's language, in addition to improving children's mindset towards Indonesian.

Indonesian language learning in the 2013 curriculum places Indonesian as the driver of knowledge of other subjects because it must be located in front of all other subjects. Dalman (2012:3), learning Indonesian has four language skills that students must have, namely listening, speaking, reading and writing skills. The development of educational

materials is one of the significant components in education. The contextual approach requires that educational materials are not only developed from reading books, but the material is developed through the context of the daily life of students, social, cultural, economic or psychological life, as well as integration between subject matter.

Indonesian is one of the recommended subjects from elementary school to college. The methods used in learning Indonesian also vary, one of which is the contextual approach. Contextual learning as an educational approach still has to be further elaborated into certain educational strategies and materials, so that it is easy to practice in schools. For this reason, teachers should have the expertise to organize educational materials, ranging from sorting out reading books based on contextual education to developing material linkages with the context of student life areas and other educational modules, both within one education or outside the subject.

B. Theoretical Framework

A. Contextual Approach

1. Definition of Contextual Approach

According to Nurhadi (2002:5) the contextual approach (Contextual Teaching and Learning or CTL) is a learning concept that helps teachers relate the material being taught to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives as members of the community, family and society. Meanwhile, according to Nanik Rubiyanto (2010: 72) is a learning concept that helps teachers relate the material studied by students to real world situations and encourages students to make connections between their knowledge and its application in everyday life. So it can be concluded that with such a concept, learning outcomes are expected to be more meaningful for students.

The learning process takes place naturally in the form of student work and experience activities, not transfer of knowledge from teacher to student. A learning strategy is far more important than a result. In that context, students need to understand what learning means, what its benefits are, in what status they are, and how to achieve it. The contextual approach has seven main components of effective learning, namely: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.

B. Writing Skill

1. Definition of Writing Skill

According to Tarigan (2008:22) writing is lowering or painting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols. Pictures or paintings may convey meanings, but do not represent language units. Meanwhile, according to Sutarno (2008:118) He stated that writing is basically a form of communication between researchers and other people (readers). Communication is done to convey messages (messages) through written media. The message intended in a writing can be interpreted as values, norms, and discourses. In line with the above, Nurudin (2010: 4) stated that writing is a whole series of activities of a person in order to express ideas and convey them through written language to others so that they are easily understood. The definition reveals that good writing is writing that can be understood by others.

2. Purpose of Writing

Every writer must have a clear purpose of writing to be written. Tarigan (2008:24) classified there are seven purposes of writing. The seven objectives include: (1) assignment purpose, (2) altruistic purpose, (3) persuasive purpose, (4) informational purpose or informational purpose, (5) self-expressive purpose, (6) creative purpose, and (7) problem-solving purpose.

3. Learning of Writing

Suparno and Yunus (2008:14) stated some of the benefits of writing as follows: (a) Increased intelligence, (b) Development of initiative and creativity, (c) Growing courage, and (d) Encouraging willingness and skills to gather information. The benefits of writing in this study are (1) researchers can practice in developing various ideas, (2) researchers can absorb, seek, and master more information related to the topic being written, (3) researchers can be trained in organizing ideas systematically and expressing them. expressly. Thus, researchers can explain problems that were initially still vague, (4) researchers are encouraged to continue to study actively, (5) with planned writing activities, can familiarize researchers think and speak in an orderly and orderly manner.

C. Exposition Text

1. Definition of Exposition Text

Nasucha (2009: 50) stated that the exposition paragraph aims to explain, explain, convey information, teach, and explain something without being accompanied by an invitation or urging so that the reader accepts or follows it. Exposition paragraphs are usually

used to present knowledge/science, definitions, understandings, steps of an activity, methods, ways and processes of something happening.

Meanwhile, according to Tarigan (1995:7) exposition is a form of discourse that seeks to describe an object so as to broaden the view or knowledge of the reader. Exposition is also a tool to explain how an object relates to other objects, to be used by a researcher to analyze the structure of an item, analyze the character of an individual, or situation. When giving an explanation or leading to a certain thing or action, to limit the meaning of a term, expository text is usually used.

2. The Structure of Exposition Text

Keraf explained four types of expository structures, including: (1) description, namely the text structure that determines the character of the topic that has been chosen, (2) enumeration is the text structure of a series of facts or details related to a particular topic, (3) sequence is a text structure in the form of a series of events related to the process or sequence of time, and (4) comparing or contrasting is a text structure that compares two or more topics according to the similarities and differences in some objects. G. Keraf (1995:54) provided an example of the structure of the exposition text which consists of: (1) thesis, (2) argument, and (3) conclusion.

3. The Characteristics of Exposition Text

According to Hasani (2005:30) the characteristics of expository texts are: (1) the explanation is informative, (2) the discussion of the problem is objective, (3) the explanation is accompanied by concrete evidence, (4) the discussion is logical or in accordance with reasoning, (5) factual data, for example about a condition that actually happened or is historical, about how something works and about how an operation is introduced, (6) an analysis or an objective interpretation of a set of facts.

Meanwhile, according to Semi (2007:62) the characteristics of expository texts are as follows: (1) the writing aims to provide information, (2) is to answer the questions of what, why, when, and how, (3) delivered in a straightforward style. and using standard language words, (4) generally presented using a logical arrangement, (5) presented in a neutral, non-emotional, impartial manner. This opinion is reinforced by Keraf which states that the characteristics of expository texts are as follows: (1) the purpose of the research style is informative, (2) the decision is objective, (3) the language in the discussion is logical.

D. Supporting and Inhibiting Factors in the Learning Process

1. Supporting Factors

According to Zuhairini (1993:23) there are several supporting factors in learning including the mental attitude of educators, educators' abilities, media, completeness of libraries, and educational facilities. The same thing was also conveyed by Wina (2010: 52) Sanjaya that there are several supporting factors that can affect the activities of the learning system process, including teacher factors, student factors, learning facilities, learning media, and the environment.

From the two opinions above, it can be explained that teachers need to understand and master learning innovation so that they have mental readiness and skills to implement various approaches and learning models to support success in carrying out teaching and learning activities.

2. Inhibiting Factors

The inhibiting factors in the learning process according to Zuhairini (193:23) included difficulties in dealing with differences in the characteristics of students, individual differences which include intelligence, character and background, difficulties in determining material that is suitable for the psyche and educational level of students, difficulties in adjusting subject matter with the method so that students do not get bored immediately, have difficulty in conducting evaluations and timing. Thus, the obstacles in learning are mostly caused by the factors that teachers are required to not only be able to plan PBM, prepare teaching materials, plan learning media and resources, as well as time and techniques for assessing student achievement, but also must be able to carry out all of them in accordance with the program provided that have already been made.

C. Research Method

The type of research used in this research was qualitative. According to Saryono (200:10) qualitative research is research that is used to investigate, find, describe, and explain the qualities or features of social influence that cannot be explained, measured or described through a quantitative approach. While the method used in this research is descriptive. Descriptive can be interpreted as research procedures that produce descriptive data in the form of written or spoken words from people or actors who can be observed. In this research specifically was to describe about writing exposition texts in class X Science 3 SMA N 1 Kinali, West Pasaman Regency, West Sumatra Province.

The location that the researchers chose in this study was SMA N 1 Kinali, West Pasaman Regency, West Sumatra Province. The reason the researcher chose the research location at the school was because of whether the school had used a contextual approach in accordance with the Indonesian language subject matter of exposition text. The subjects in this study were students of class X IPA 3 SMA N 1 Kinai, West Pasaman Regency, West Sumatra Province. While the informants in this study were the Indonesian language teacher who taught the class, namely Mrs. Tistawati, S.Pd.

Sugiyono (2010:15) stated that in general there are four kinds of data collection techniques, they are observation, interviews, documentation, and triangulation. In this study, researchers used data triangulation techniques, by combining three data collection techniques (observation, interviews and documentation). In this study, researchers used source triangulation by testing the credibility of the data by checking the data that had been obtained through several sources. Source triangulation will be carried out on students of class X Science 3 and Indonesian language teachers who teach in that class. While technical triangulation was done by collecting data with several techniques, namely: observation, interviews, and documentation. Then triangulation of time was done by collecting data in the morning, afternoon, evening, and night.

According to Sugiyono (2010: 18) data analysis is the process of systematically searching and compiling data, data obtained from interviews, field notes and documentation, by organizing data into categories, breaking down into units, synthesizing, compiling into patterns, choosing which ones are important and which will be studied, and making conclusions so that they are easily understood by themselves and others. The stages of data analysis during the field process along with data collection are: data reduction, data display, data verification.

D. Result and Discussion

1. Result

A. Implementation of Indonesian Language Learning Exposition Text Materials in Class X Science 3 SMA Negeri 1 Kinali, West Pasaman Regency, West Sumatra Province

1. Lesson Planning

The learning process planning includes the syllabus and learning implementation plan which contains subject identity, Core Competencies, Basic Competencies, competency

achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment learning outcomes and learning resources. The Learning Implementation Plan is described from the syllabus to direct students' learning activities in an effort to achieve basic competencies.

2. Learning Implementation

The application of a contextual approach is a learning concept that helps teachers relate the material they teach to students' real world situations and encourages students to make connections between their knowledge and its application in their lives as family and community members.

The results showed that the teacher applied the components in implementing the contextual learning model through three steps, as follows:

a. Initial Activities/Introduction

In this activity the teacher prepared: (1) the teacher began the activity by greeting, (2) the teacher recorded student attendance and fills out a journal book (3) the teacher conveyed the basic competencies and learning objectives, (4) developed the competencies to be achieved and their benefits in life. day-to-day activities, (5) conveying an outline of the scope of explanatory material about the activities that will be carried out by students to solve problems or tasks that will be given later.

b. Core Activities

Core activities are activities to form Core and basic competencies learning implementation, among others, include the delivery of information about learning materials or standard materials to form competencies that will be achieved by students, as well as exchanging experiences and opinions in discussing standard materials or solving problems faced together.

In this study, there were two meetings in expository text learning using a contextual approach. The explanation for each meeting is as follows:

1) First Meeting

At the first meeting, which was held on Friday, February 26, 2021. Learning in science class 3 SMA Negeri 1 Kinali used exposition text material using a contestual approach with an allotted time of 90 minutes. The first meeting begun with praying together followed by student attendance, motivation, and learning achievement, and the teacher explained the material to be studied. Then it was continued with the core activities at the first meeting, namely where the emergence of constructivism where students built their own knowledge

through activeness in the learning process in the classroom, so that students could find their own (Inquiry) solutions to the problems given. If students had not been able to understand the exposition text material explained, students must ask (Questioning) the teacher about the exposition text material so that the teacher can create a learning community (Learning Community) where the learning community consists of several students who are made into a group that aims to simplify the modeling (Modeling). From the explanation that has been given to students, the teacher must think about how the teacher sees the extent of the knowledge that has been built by the students (Reflection) then the teacher also needs to provide an assessment (Authentic Assessment) of the description of student learning development, this activity needs to be done by the teacher to know and ensure that students have experienced the correct learning process.

2) Second Meeting

The implementation of learning at the second meeting was held on Friday, March 5, 2021, where the activities at the second meeting were almost the same as the first meeting, only the delivery of material was more in-depth at this meeting. At the time of constructivism the task of the teacher was to facilitate the learning process by making knowledge meaningful and relevant to students. Besides, the teacher provided opportunities for students to find (Inquiry) learning through a systematic thinking process, the knowledge and skills obtained by students are not expected to be the result of others but their own results. However, it was possible for students to ask questions (Questioning) if the material they were learning or the task given to them by the teacher they did not understand, the student will ask the teacher about the material they did not understand, every delivery of material about this expository text the teacher will ask. Ask students whether the student had understood the material presented or not. At the time of learning the teacher created a learning community group (Learning Community) this aimed so that students get new information besides that with this learning group it would make it easier for teachers to provide learning modeling by demonstrating something that can be imitated by students. When they would draw conclusions when learning will end, the teacher would reflect back on the learning they have carried out, this aimed to identify things that are known and things that are not yet known. At the end of the lesson the teacher would give a task to be done at home so that the teacher could provide an actual assessment (Authentic Assessment). Actual assessment is an act of assessing student competence in real terms by using test tools or techniques, portfolios,

worksheets, and so on. Student learning progress was assessed not only related to grades but more to the learning process.

c. Final Activities

This final activity aimed to evaluate the development of students within a certain period of time and continuously during the learning process. In this final activity the teacher and students concluded the lesson that had taken place and if there was an assignment to be given then the teacher would give the task to the students then the teacher would close the lesson by saying closing greetings.

This was evidenced by the results of researcher observations on March 15, 2021 where the teacher gave homework to students to take home and work on so that the next meeting would be discussed, and every time after teaching the teacher always draws conclusions with students related to the material that has been studied later. The teacher would close the lesson by saying greetings.

3. Learning Evaluation

Assessment or evaluation occupies an important position in the teaching and learning process, because with this teaching evaluation, the success of teaching will be known. In the implementation of the assessment on the Education Unit Level Curriculum, all indicators are billed or tested and the results are analyzed to determine the basic competencies that have been mastered and have not been mastered by students.

B. Supporting and Inhibiting Factors in the Implementation of Indonesian Language Learning in Exposition Text Materials for Students of Class X IPA 3 SMA Negeri 1 Kinali, West Pasaman Regency, West Sumatra Province.

1. Supporting Factors

Supporting factors are factors that encourage, support, launch, help and so on. The supporting factors for learning Indonesian using a contextual approach to the material of expository texts are as follows:

a. Professional Teachers

This can be seen in the way teachers taught in the classroom where the teaching method was not monotonous and students became more active in the classroom. Besides that, professional teachers are where teachers can master the educational foundation, master teaching materials, can arrange teaching programs, and carry out teaching

programs well and teachers can be mastering teaching methods that make students not bored with the teacher's way of teaching.

b. Adequate Facilities

SMA Negeri 1 Kinali has adequate facilities and infrastructure, namely: each class is provided with an LCD projector, a learning park, a library, a language laboratory.

c. Enthusiastic Students

This can be seen when the teacher taught, the students were very enthusiastic about participating in learning where students were always active in teaching and learning activities. One of the factors that influence students' interest in learning, these factors include the attention of students appearing driven by curiosity. Therefore, this sense needs to be stimulated so that students always pay attention to the subject matter given.

2. Inhibiting Factors

The inhibiting factor is a factor that is inhibiting. Obstacles themselves mean that learning, work, and so on are not smooth, slow or stuck. The inhibiting factors in learning Indonesian using a material contextual approach to expository text are as follows:

a. Lack of Student Reading Books

This factor is due to the limitations of students in buying reading books, this is due to economic factors not only that to borrow books in the library students have to fight with other classes this is due to the lack of reading books and theories in the library

b. Covid-19 Pandemic

This is due to the covid pandemic, time in teaching was limited and the time used is only for material delivery, so the time for practice is limited. In addition, in learning students were divided into two groups, namely where group one enters in the first week and group two enters the next group so that the teacher must be able to repeat teaching again but with different students and at different times.

c. Lack of Internet Facilities

SMA Negeri 1 Kinali already uses the internet, it's just that the internet speed at the school is not as stable because the use of internet access has exceeded capacity. So when students or teachers want to find material directly on the internet when learning takes place it becomes hampered and if they use their own internet quota it is also not adequate because the internet network at school is inadequate.

2. Discussion

The contextual approach is based on the following tendencies of thinking about learning. (1) learning process, (2) learning transfer, (3) students as learners, (4) the importance of the learning environment, (5) the nature of contextual learning, (6) motto, (7) contextual learning key words, and (8) five elements of constructivist learning (Nurhadi, 2002: 100). The contextual approach is a comprehensive system. The contextual approach consists of hidden parts. If these parts are intertwined with each other, it will produce an effect that exceeds the results given by the separate parts. Just as the violin, cello, clarinet, and other musical instruments in an orchestra produce different sounds that together make music, so the separate contextual approaches involve different processes, which when used together, enabling students who make connections to produce meaning. Each of these different contextual approaches contributes to helping students understand schoolwork. Together they form a system that allows students to see the meaning in it and remember academic material.

The contextual approach has seven main components of effective learning, namely: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. Nurhadi, 2002: 105) The seven components are further described as follows:

1. Constructivisme

Knowledge is not a set of facts, concepts or rules that are ready to be taken and remembered. In simple terms, constructivism assumes that our knowledge is a construction (formation) of us who know something. Someone who learns to form understanding or knowledge actively (not only receiving from their teacher) and continuously.

2. Questioning

Questioning is the main strategy of contextual learning. For teachers, questioning will encourage, prove and assess students' thinking abilities. For students by questioning to get information, informing what students already know, and can direct attention to aspects that they do not know (Ministry of National Education, 2003:14)

3. Inquiry

Inquiry is the core activity of contextual. The teacher must design activities that refer to finding activities. Inquiry is often interchanged with discovery. Sund argues that discovery is a mental process where students assimilate a concept or principle while inquiry is a process of expanding the discovery process that is used more deeply. (B. Suryo Subroto, 2002: 193)

4. Learning Community

The concept of learning community suggests that learning outcomes are obtained from collaboration with other people. Learning outcomes are obtained from sharing between friends, between groups and between those who know and those who do not know (Ministry of National Education, 2003: 15). In contextual classes, teachers are advised to always carry out learning in study groups. Students are divided into groups whose members are heterogeneous.

5. Modeling

In a learning there is always a model that can be imitated by students. But keep in mind that the teacher is not the only model in the classroom. The model can be designed by involving students (Depdiknas, 2003:16). For example, if there are students who have mastered the ability first, they are appointed to be models for their friends. Or the teacher can bring in models from outside, such as carpenters, craftsmen, writers, and other experts who are willing to be asked to cooperate.

6. Authentic Assessment

In the contextual approach, the assessment is not carried out at the end of the period, but is carried out together in an integrated manner with learning activities.

7. Reflection

At the end of the lesson, the teacher leaves a moment for students to reflect. Evidence that the reflection has been done at the end of the lesson can be in the form of direct student statements about what has been obtained today, notes in books/journals, impressions and suggestions, work and discussions between friends (Sarwiji, 2004: 33).

E. Conclusion

At the implementation stage of learning to write exposition texts, in general, it has gone well. Problem solving in the classroom is addressed in the learning community process and confirmed in the reflection process. The effectiveness of its application has been proven by the existence of interviews and monitoring during the implementation of learning. This proves that the contextual approach is effectively applied in learning to write expository texts. However, there are still some components whose implementation is not in accordance with what has been planned in the Lesson Plan, namely the use of learning resources, learning media and tools, and the applied learning model. This happens because there is a lack of time in the teaching and learning process.

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