

Improving Narrative Writing Skills with the CTL Approach and Illustrated Image at SMA Negeri 5 Semarang

Wari'atun Nisa¹, Maria Yosephin Widarti Lestari², Windy Ekowati³

¹ Bahasa Inggris, Universitas PGRI Semarang, Jl. Sidodadi Timur No. 24 Semarang, 50323

² Universitas PGRI Semarang, Jl. Sidodadi Timur No. 24 Semarang, 50323

³ SMA Negeri 5 Semarang, Jl. Pemuda No. 143, Sekayu, Kec. Semarang Tengah, Kota Semarang, 50132

nnisawari@gmail.com¹

ABSTRAK

Menulis merupakan keterampilan berbahasa yang tingkat kesulitannya paling tinggi dibandingkan dengan keterampilan berbahasa lainnya. Keterampilan menulis di SMA Negeri 5 Semarang berdasarkan hasil wawancara yang dilakukan peneliti dengan guru bahasa Inggris kelas X dan hasil tes survei awal ditemukan masalah yaitu rendahnya kemampuan menulis cerita pada mata pelajaran bahasa Inggris. Mereka tidak percaya diri, takut membuat kesalahan, dan tidak tahu harus menulis apa dan bagaimana memulainya. Untuk itu guru melakukan Penelitian Tindakan Kelas dengan menerapkan pendekatan kontekstual (Contextual Teaching and Learning (CTL)) dan media ilustrasi untuk Siswa Kelas X SMA Negeri 5 Semarang. Tujuan umum pembelajaran keterampilan menulis adalah agar siswa dapat mengungkapkan ide, gagasan, pendapat, dan pengetahuannya secara sistematis dan tertulis serta memiliki kegemaran menulis.

Kata Kunci: tulisan, narasi, teks, gambar.

ABSTRACT

Writing is a language skill with the highest difficulty level compared to other language skills. Writing skills at SMA Negeri 5 Semarang based on the results of interviews conducted by researchers with English teachers of class X and the results of the initial survey test found a problem, namely the low ability to write stories in English subjects. They don't have self-confidence, are afraid of making mistakes, and don't know what to write and how to start. For this reason, the teacher conducts Classroom Action Research by applying a contextual approach (Contextual Teaching and Learning (CTL)) and illustrated media for Class X Students of SMA Negeri 5 Semarang. The common goal of learning writing skills is for students to express ideas, ideas, opinions, and knowledge systematically and in writing and have a penchant for writing.

Keywords: writing, narrative, text, images.

A. INTRODUCTION

As an international language, English is an important language to be mastered in writing and orally. It is necessary to equip our students to master English as well as possible. Learning to write narrative texts in high school has not yielded the expected results, and there are still many obstacles. Students often complain and say it is difficult when the teacher gives assignments to students to write. Students often say they can't even though they haven't started yet. Students do not look confident when given a writing assignment. They are afraid of not being able to complete their writing assignment because they don't know what to write, how to start it, and how to end it. Since students face problems, the teacher should find ways so that students are not discouraged when given writing assignments. Several problems exist in SMA

Negeri 5 Semarang, especially those related to the problem of learning to write stories (narrative). And because one of the competencies to be achieved is writing simple texts in the form of records with the correct rhetorical steps, the teacher conducts Classroom Action Research by applying a contextual approach (Contextual Teaching and Learning (CTL)) and illustrated media for Class X Students of SMA Negeri 5 Semarang.

Learning to write story paragraphs (narrative) in high school has not found the expected results, and there are still many obstacles. Based on the background mentioned above, it is clear that several problems exist in SMA Negeri 5 Semarang, especially those related to the problem of learning to write narratives. These problems are caused by several factors, as follows.

Student factors, namely:

1. Students feel they have not been able to compose and write well-structured writing.
2. Students are less interested in taking English lessons.
3. Limited knowledge and experience.
4. Students are confused about starting the essay.

Factors from the teacher, namely:

1. Teachers still use conventional approaches prioritizing writing theory rather than writing practice.
2. The learning strategy is still one way.
3. The learning materials developed are more theoretical.
4. Teachers are less creative and varied in using learning methods and media, so learning is less exciting and boring.

Facility and infrastructure factors;

1. The lack of a collection of books on writing, especially on story topics (narratives) in the SMA Negeri 5 Semarang library;
2. Learning media for KD writing narratives are lacking.

Theoretical Framework

CTL (Contextual Teaching and Learning) is an approach to teaching and learning that recognizes and addresses the situated nature of knowledge. It emphasizes the students' involvement in the full process of learning, so they can find the material studied and relate it to real-life situations. (Sri Jayanti & Rozimela, 2022). CTL is based on how to learn constructivism, where learning is not merely memorizing but building new knowledge and skills through real problems experienced in everyday life. (Isy et al., 2020). CTL is effective in improving students' motivation, critical thinking skills, and writing skills. (Sarwinda et al., 2020).

Illustrated images are visual representations of a text, concept, or process designed for integration in print and digitally published media. Displayed images can be a helpful tool for writing, as they can provide visual aids to help convey information and engage readers. According to research by Sung and Mayer (2012), providing any graphics, good or bad, makes readers like the document more; however, only instructive drawings help readers learn. Therefore, choosing relevant and informative illustrations for the text is essential.

Research Question

The problem formulation to be discussed in this study is as follows.

- 1) Is there a change in the behavior of class X students of SMA Negeri 5 Semarang after participating in learning to write stories (narrative) using the CTL approach and illustrated image media?
- 2) Is there an increase in the ability to write stories (narrative) for class X students of SMA Negeri 5 Semarang after participating in learning to write narratives using the CTL approach and illustrated image media?

B. RESEARCH DESIGN

This type of research on story writing skills (narrative) using illustrated image media and contextual approaches (CTL) is a class action research which is often called PTK, with two cycles, namely cycle I and cycle II. Classroom action research is a problem-solving strategy that utilizes real action as an on-the-go innovative development process in detecting and solving problems. This research aims to improve and enhance learning practices in the classroom.

Classroom action research in learning to write stories (narrative) with illustrated image media and CTL learning consists of two cycles, namely cycle I and cycle II. Each cycle consists of four steps, namely:

- 1) Planning (planning) is planning a program of action to be carried out to improve skills in writing stories (narrative).
- 2) Action (acting) is learning carried out by researchers as an effort to improve skills in writing stories (narrative).
- 3) Observation is the researcher's observation of students during the learning process;
And
- 4) Reflection (reflecting) is an activity that examines and considers the results obtained from observations to make revisions to the following teaching and learning process.

Systematically class action research can be described as follows.

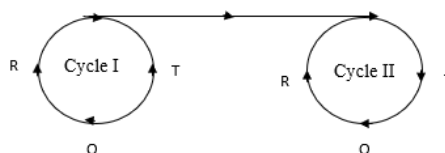


Chart 2.1 Research Design

Information:

P : Planning

O : Observation

T : Action

R : Reflection

Population And Sample

The subjects in this study were story writing skills (narrative) using the CTL approach and illustrated image media in class X-4 students of SMA Negeri 5 Semarang. Determination of class X-4 students of SMA Negeri 5 Semarang as research subjects are based on the following.

1. Based on information from other English subject teachers at SMA Negeri 5 Semarang, especially for class X-4, writing stories (narratives) skills are still low.
2. Some students have a hobby of writing and lack practice writing stories (narrative).
3. Students' understanding is still lacking in writing narrative essays, both in the use of spelling, choice of words, and cohesion between sentences.

C. FINDINGS AND DISCUSSION

a. Early Conditions of Students

Before conducting classroom action research, the condition of class X-4 students in the initial conditions during the learning process tended to be passive. The students want to be listeners. They feel that by just listening to the teacher, they can absorb the lesson well. To master English lessons, students must practice more in that language, both orally and in writing. In addition, from the list of grades X-4 students in the initial conditions, the data showed that when students were tasked with writing simple short essays in the form of recount text, many students scored below the Minimum Completeness Criteria (KKM) of 70.

Meanwhile, the average score class is 65. The student's highest score in the initial condition is 80; the lowest score is 40, while the range of scores is 40. And when the teacher distributes student learning outcomes, the teacher asks students about what difficulties students experience when writing essays short simple (in this case, the teacher conducts oral interviews with students). Then most of them say that writing is difficult; they don't know what to write, don't know what words and sentences to start with, and are even afraid that what they write later will be wrong.

b. Results of Cycle I

In the implementation of Cycle I, which includes Planning, Action, Observation and Reflection obtained the value of learning outcomes students who can get the lowest score of 45, the highest is 90, and the average is 80, with a value range of 45. When compared with the value of student learning outcomes obtained in the start conditions, it can be argued that the lowest score increased from 40 to 45, and the highest score increased from 80 to 90, and the mean value increased from 65 to 80. This comparison shows that the learning activities in Cycle I were sufficiently managed to improve student learning outcomes. However, 5 students scored their learning outcomes

still under the KKM, so these students must be reminded. Next meeting, remedial was carried out for the 5 students, and enrichment was provided for 27 students whose scores reached or exceeded the KKM. In Cycle II, it is hoped that more students will not need to be remedied.

Furthermore, forgiving actions in Cycle II stages were the same as in Cycle I. However, there are some improvements to be made by researchers after looking at the observational data and the value of student learning outcomes from cycles I. It is hoped that improvements in Cycle II can eliminate the deficiencies that occur in Cycle I. The value of student learning outcomes is also expected to increase even more in Cycle II.

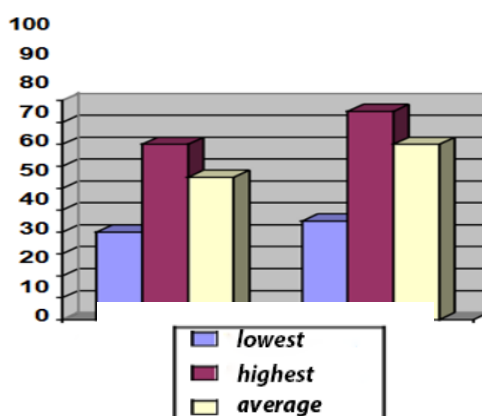


Image 3.1 Comparison between start condition and cycle I

c. Results of Cycle II

In Cycle II, the implementation of the action was carried out on Monday, 22 May 2023. The stages carried out in Cycle II were the same as those carried out in Cycle I. That consisted of 4 stages: Planning, Acting, Observing, and Reflecting. The instruments used in the actions of Cycle II were almost the same as in Cycle I; only the difference was the topic of the serial images. The teaching media used are complete illustration pictures. From the implementation of the actions taken in Cycle II, the student learning outcomes were obtained:

- The lowest score was 70.
- The highest score was 95.
- The average value was 85.
- The range of values was 15.

In comparison with the results of Cycle I, it appears that the lowest score increased from 45 to 70, the score the highest score increased from 90 to 95, and the mean increased from 80 to 85

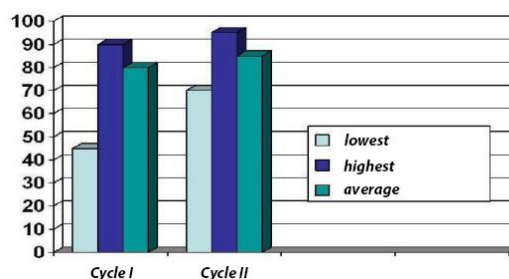


Image 3.2 Comparison between cycle I and cycle II

With an increase in the average value of students to 85 and the lowest score of 70, making Cycle II learning no students have to remedial because the KKM score is 70 achieved by all students. This achievement shows that the serial image media learning process has been successful.

d. Comparison of Cycle I and Cycle II

From the implementation of Cycle I and Cycle II actions that have been carried out on students, turned out to increase the value of learning outcomes. This is evident after the discount of the results student learning is compared between the initial conditions before the teacher uses the media illustrated picture that the average score of students in writing is 65, eventually increasing at In Cycle II (final state), the average value of students becomes 85 after the teacher uses the media illustrated image.

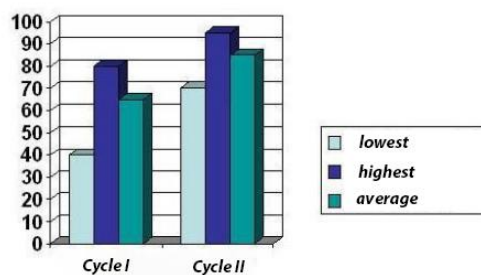


Image 3.3 Comparison between cycle I and cycle II

The diagram above shows an increase in the average score and the student's highest score. In the initial condition, the highest score was 80, increasing in the final state (Cycle II), the highest score was 95. Likewise, during the initial state, many students had to be reminded because the score was still below the KKM; when the final form (Cycle II) was not, more students were reminded because the KKM was achieved or exceeded by all students in class X-4. Likewise, the process of student learning activities in class X-4, in which students tended to be passive (teacher center) at the initial conditions, eventually became more conducive to the final states (Cycle II), where students became more active in learning activities in class. There were no longer any students who were afraid to write; in fact, all students seemed happy and enthusiastic about doing writing activities.

D. CONCLUSION

From all the series of actions taken in Cycle I and Cycle II, it gave excellent results to students in grades X - 4 to learn English to improve their ability to write narrative texts using illustrative media. The research results obtained from classes X - 4 show that using illustrations positively affects students. Engaging in extended media will make students interested in seeing and imagining stories more quickly. Once students are interested and feel happy writing, they forget that previously (in the initial conditions before using the media), they felt burdened and even afraid because they didn't know what to write. Using illustrated media for students is proven to arouse their activity and motivation to write narrative texts in English. Because engaging in illustration media can give students inspiration for story ideas and the use of their vocabulary related to the stories they write. During the implementation of the action (Cycle I and Cycle II), no students complained when given a writing assignment; this shows that the use of illustrated media can increase students' self-confidence that they can master writing skills well. Even though student study in groups, the results of each writing are different in structure and sentence pattern. Students can write narrative texts independently. The use of illustrated media in groups can educate students to be trusted (Trustworthiness) in composing sentences and narratives, as well as respect and concern (Respect) for teachers and friends,

and diligence (Diligence) in doing assignments. So, in addition to achieving the learning objectives, all of these sound characteristics (Trustworthiness, Respect, Diligence) can also be instilled in students. Based on the study of the theory and framework of thinking followed by the hypotheses put forward by the researcher, as well as the results of the research conducted on students in grades X - 4, it can be concluded that using illustrated media can improve students' writing skills in English narrative text. The author recommends that school libraries provide illustrated picture books to be used as learning resources to support teaching English.

E. SUGGESTION

Based on these conclusions, suggestions that can be given in the research are as follows.

1. Learning to write a narrative is learning is less attractive to students because students think learning is boring. For this reason, a teacher should be able to choose appropriate teaching methods and materials so that learning to write stories (narratives) provides a meaningful, fun, and not tricky experience for students.
2. For consideration, English language teachers can use the CTL approach in learning to write stories (narratives) because this has been proven in class X-4 students of SMA Negeri 5 Semarang who can improve their skills in writing narratives.
3. Learning English, especially writing narratives, should be carried out actively individually and in groups, and the teacher can act as a good guide and facilitator.

F. REFERENCES

- Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma. *English in Focus for Junior High School, Grade VIII*. Buku BSE, Penerbit PT. Bengawan Ilmu.
- Arie Susani. 2009. *Improving Students' Reading Comprehension Skill In Narrative Text Through Circle Story In Grade 8.8 SMP Negeri 3 Malang*. SMP Negeri 3 Malang.
- Eli Hinkel. *Handbook of research in second language teaching and learning*. <https://books.google.co.id/books?id=4MBtNwPjyCQC&pg=PA585&lpg=PA585&hl=id>
- Filia Dina Anggaraeni. *Pembelajaran Melek Media Pada Siswa Sekolah Dasar (Pendekatan Teori Belajar Humanistik)*. Fakultas Kedokteran Universitas Sumatera Utara. <http://library.usu.ac.id/download/fk/psiko-filia.pdf>
- Garnett, Sue. 2002. *Exploring Writing Workbook 1*. Western Australia: Learners Publishing Pte Ltd
- Harryanto. 2008. *Upaya Peningkatan Keefektifan dan Efisiensi Pembelajaran Bahasa Inggris pada Siswa*. <http://one.indoskripsi.com/node/1973>
- Huda, M. (2017). *Model-model Pengajaran dan Pembelajaran: Islam, Kontekstual, dan Kontemporer*. Pustaka Pelajar.
- Intan Karolina. 2006. *Teaching Narrative Text in Improving Writing to the Tenth Grade Students of SMA Negeri 1 Petarukan, Pemalang*. Skripsi tidak diterbitkan. Universitas Negeri Semarang.
- Isy F, Rusly E, Aulia Erlangga R (2020). *Development of Video-Based on Contextual Teaching and Learning Electric Energy Subtheme*.
- I Wayan Dasna. 2008. *Penelitian Tindakan Kelas (Classroom Action Research)*. Malang: Panitia Sertifikasi Guru Rayon 15 Universitas Negeri Malang (UM).
-

- Johnson, D. W., & Johnson, R. T. (2009). *An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning*. *Educational Researcher*, 38(5), 365-379.
- Joko Priyono, Arnys R. Irjayanti, dan Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Mohammad Fadil. *Pemanfaatan Media untuk Proses Pembelajaran yang Efektif dan Menyenangkan*. <http://mfadil.blog.unej.ac.id/pemanfaatan-media-pembelajaran/>
- Nguyen, T. (2015). *Using Illustrations to Enhance Second Language Narrative Writing*. *TESL Canada Journal*, 32(2), 79-97.
- Rich, J. (2018). *The Power of Illustrations: Enhancing Written Narratives with Visuals*. *Literacy Research and Instruction*, 57(4), 319-336.
- Sarwinda K, Rohaeti E, Fatharani M. 2020. *Psychology, Evaluation, and Technology in Educational Research*.
- Santoso, D. (2019). *Developing Writing Materials for Learners of English Education Department Based on Accelerated Learning Approach*. *Pertanika Journal of Social Science and Humanities*, 27 (2). pp. 863- 875.
- Schleppegrell, M., & Devers, S. (2017). *Developing Advanced Literacy in First and Second Languages: Meaning with Power*. Routledge.
- Sri Jayanti G, Rozimela Y (2022). *Using Contextual Teaching and Learning (CTL) Strategy to Improve Students' Writing Skill*
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. *Association for Supervision and Curriculum Development*.
-