



The Effect of The Application of The Contextual Learning Model on The Ability of Short Story Writing For Class VII SMP



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Abstract

This study aimed to determine the effect of applying a contextual learning model on short story writing skills for seventh-grade students of SMP Negeri 35 Makassar. This type of this study was experimental research with quantitative analysis techniques that were numbered from the quick writing ability test results. The result of the data analysis showed that the average score of the control class was 51.34, and the experimental class was 79.24. T-test showed that the value of the t-count was more significant than the t-table. T-count was 2,790, and the t-table was 2,021. It can be concluded that H1 is accepted. So, applying the contextual learning model can significantly affect students' abilities in writing a short story.

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1 Introduction

Life is something meaningful if it is interpreted with the principle of self-development to achieve the perfection of life. Examining all aspects of life is a consequence as a creature created by the Almighty. Education is a means of developing human resources. This is in line with the philosophy that humans need education. Quality improvement and aspects of its application have a very strategic role in strengthening science and technology. The development of science and technology is increasing day by day. This is a challenge for the Indonesian people that can be used as motivation in developing themselves so that they are not far behind compared to other countries. The development of science and technology opens up opportunities for students to learn in the classroom that the teacher guides, but students can learn outside the classroom from the community, experts or scientists, bureaucrats, print or electronic media, and other available means.

Education is expected to give birth to human resources capable of dealing with increasingly complex life problems, both those faced by each individual and those faced by society, nation, and the global community. Community expectations for education as a vehicle for developing and improving the quality of human resources are contained in the various formulation of educational goals. The learning process is something that significantly affects student learning activities. For the implementation of learning to run efficiently and effectively, systematic planning is needed with a learning process that is more meaningful and activates students. Whether or not the learning atmosphere in the classroom is active is also influenced by the learning strategies used by educators. Educators must also collaborate in teaching Indonesian and learning literature to create a vibrant and compelling learning atmosphere. Introducing students to literary works is an initial requirement in learning literary appreciation, which is a process of interaction between teachers and students about literature. In learning interactions that allow the introduction, understanding, appreciation, and enjoyment of literary works, students are finally able to apply their findings in real life. Thus, learning literary appreciation will benefit from the appreciated literary work. In terms of obtaining benefits, teaching literature can also help education as a whole.

The contextual learning model is a learning process that aims to help students see meaning in academic material being studied by connecting academic subjects with the context of students' daily lives, namely with the context of students' personal, social, and cultural circumstances (Johnson, 2002). Curriculum development based on the times in each academic year that can affect the final results of education must be accompanied by effective learning models (Aslan, 2019; Suroso et al., 2021). Research in the field of contextual learning approaches has been carried out by Ismail (2013), in her thesis entitled "*Improving the Ability to Write Poetry Using Contextual Learning Models*," which found a significant increase. The contextual learning method is one of the learning strategies developed by The Washington State Consortium for Contextual Teaching and Learning, which is engaged in education in the United States. One of these activities is to train and provide opportunities for teachers. The contextual learning model 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 everyday life by involving seven main components of effective learning, namely constructivism, asking questions, discovering, community learning, modeling, reflection, and actual assessment (Zulela, 2014).

Contextual is a learning system that matches the brain's performance to compose patterns that embody meaning by connecting academic content to the context of students' daily lives (Puspita, 2013). Johnson in Nurhadi & Pd (2002), formulates the notion of CTL as an educational process that aims to help students see meaning in the subject matter, they learn by connecting it with the context of everyday life, namely with the context of their personal, social, and cultural environment. To achieve this goal, the CTL system will guide students to all the main components of CTL, namely making meaningful relationships, doing meaningful work, managing their learning, working together, thinking critically and creatively, maintaining or caring for students' personalities, achieving high standards. High, and use the actual assessment. According to Johnson in Nurhadi & Pd (2002), eight main characteristics characterize contextual learning, namely (1) making meaningful relationships, (2) doing meaningful work, (3) managing self-study, (4) working together, (5) critical and creative thinking, (6) nurturing or nurturing students' personalities, (7) achieving high standards, and (8) using authentic assessment.

Nurhadi & Pd (2002), states that contextually it has eleven characteristics, namely (1) cooperation, (2) mutual support, (3) fun, (4) passionate learning, (5) integrated learning, (6) using various kinds of learning. Sources, (7) active students, (8) sharing with friends, (9) active students, creative teachers, (10) classroom walls and hallways filled with student work, maps, pictures, articles, humor, and others, as well as (11) reports to parents not only report cards, but student works, reports on practicum results, student essays, and others. Johnson in Puspita (2013), suggests three

scientific principles in CTL, namely interdependence, differentiation, and self-regulation. These three principles mutually support and govern the whole universe, not just an abstraction, and sustains everything, including all living systems. Understanding the principles and how CTL applies those means understanding contextual learning to provide a path to academic excellence that all students can follow. When students relate academic material to the context of personal circumstances, the learner engages in activities that contain the principle of self-regulation. Learners accept responsibility or decisions and own behavior, assess alternatives, make choices, develop plans to analyze information, and critically assess the evidence. Learners join forces with others to acquire new knowledge and to gain insights. In doing so, students discover their interests, limitations, resilience, and powers of imagination. Students discover who they are and what they usually do. Students create themselves.

According to Thomas in [Puspita \(2013\)](#), independent teaching prioritizes active and independent observation. Self-teaching involves relating academic study to everyday life in a meaningful way to achieve meaningful goals. Collaboration is an essential part of the CTL system, plays a vital role in self-teaching. According to Johnson in [Puspita \(2013\)](#), an essential component in the CTL system is cooperation. Schools work with business partners, and the community, junior and senior high schools work together with parents and co-workers—students who learn with an independent learning system work together in small groups. According to [Puspita \(2013\)](#), school means using the mind well, thinking creatively in dealing with critical issues, and instilling the habit of thinking. Students use thinking skills at a higher level in the proper context to become habits of deep thinking and living life with an intelligent, balanced, and accountable approach. Therefore, the subject is applied in the form of tasks related to the real world into the problems experienced by students; little by little, it will awaken the habit of thinking well, thinking openly, listening to others sincerely, thinking before acting, basing conclusions with solid evidence, and exercise the imagination of the learner.

According to Johnson in [Puspita \(2013\)](#), critical thinking is a directed and transparent process used in mental activities such as solving problems, making decisions, persuading, analyzing assumptions, and conducting scientific research. Critical thinking is the ability to argue in an organized way and systematically evaluate and weigh personal income and the opinions of others. So, creative thinking is a mental activity that fosters original ideas and new understandings. The purpose of critical thinking is to achieve deep understanding. Understanding makes students understand the intent behind the ideas that direct students' lives every day. Students' understanding reveals the meaning behind an event. Creative thinking is a habit of the mind that is trained to pay attention to intuition, turn on the imagination, reveal new possibilities, open up excellent points of view, and generate unexpected ideas. Creative thinking requires perseverance, self-discipline, and attention, including mental activities such as (1) asking questions; (2) consider new information and unusual ideas with an open mind; (3) establishing linkages, especially between different things; (4) connect things freely; (5) applying imagination to every situation to produce something new and different; and (6) listening to intuition. Contextual learning (CTL) has seven main principles, which are as follows:

- 1) First, constructivism learning emphasizes building one's understanding actively, creatively, and productively based on previous knowledge and meaningful learning experiences. Knowledge is not a set of facts, concepts, and rules ready to be put into practice but must be constructed first and provide meaning through experience. Students are accustomed to solving problems, finding something useful for themselves, and developing ideas that exist in themselves.
- 2) Second, finding is a learning strategy from contextual learning activities. The knowledge and skills acquired by students are expected not to be the result of remembering a set of facts but the result of finding out for themselves. Teachers should always design activities that refer to finding activities, regardless of the material. Inquiry is a cycle process in building knowledge that starts from observing, asking questions, investigating, analyzing, and then building a theory or concept. Inquiry begins with observations to understand the concept or phenomenon and is continued by carrying out meaningful activities to produce findings.
- 3) Third, asking is an essential skill developed in CTL learning. Asking in learning is seen as a teaching activity to encourage, guide, and assess students' thinking skills. For students, asking questions is an essential part of carrying out inquiry-based learning, namely digging up information, confirming what they already know, and directing attention to aspects that are not yet known. This concept relates to question and answer activities carried out by both teachers and students.
- 4) Fourth, the learning community is the creation of a learning environment in contextual learning (CTL). Learning communities are study groups that function as communication forums to share experiences and ideas. Its application can form small or large groups and bring experts to class or study with other friends. Learning together with others is better than studying alone. The concept of a learning community suggests that learning

outcomes are obtained from the collaboration with others. States that working together with others to create better learning is a learning goal that applies to a learning community.

- 5) Fifth, modeling (modeling) is a benchmark achievement of competence in contextual learning. This concept relates to the activity of demonstrating a subject matter so that students can imitate or that can be imitated, learn or do with the given model. In contextual learning, the teacher is not the only model; students can also play an active role in producing a model. States that modeling activities aim to discuss ideas, demonstrate how we want students to learn, or do what we want students to do.
- 6) Sixth, reflection is the final step of learning in constructivism learning. This concept is a process of thinking about what has been learned. Reflection means looking back at events, activities, and experiences to identify what is known and what is not known. Explains that reflection activities are activities to think about what we have learned, examine, respond to all events, activities, or experiences in learning, and provide improvement if needed.
- 7) Seventh, the actual assessment collects various data and information that can provide an overview of student learning development. In contextual learning, assessment is emphasized on the learning process, so the data and information collected must be obtained from actual activities that students do during the learning process. The actual assessment assesses student competence in real terms by using various tools and various test techniques, portfolios, observation sheets, work, etc. The actual assessment emphasizes learning that should help students learn something, not just get information at the end of the period. Student learning progress is assessed not only in terms of grades but more in the learning process. Apart from the learning model, it is also essential to be associated with writing skills.

There are four aspects of language skills that need to be understood: listening, speaking, reading, and writing. Writing is the fourth aspect of the skill aspect. As with the other three aspects of skills, writing skills are closely related to other aspects. According to the Big Indonesian Dictionary, writing is giving birth to thoughts or feelings, such as composting, writing letters, or making up stories. According to [Tarigan \(2008\)](#), writing is a language skill used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. In writing activities, writers must be skilled in utilizing graphology, language structure, and vocabulary. Writing skills will not come automatically but must go through much practice and practice regularly. In writing skills, it is closely related to literary works.

2 Materials and Methods

This research is experimental research or contextual testing model in writing short stories using *True Experimental Design in Posttest-Only Control Design* ([Sugiyono, 2010](#); [Phillippi & Lauderdale, 2018](#); [Holliday, 2010](#); [Sgier, 2012](#)). In this design, there are two groups, each of which is chosen randomly. The first group was given the contextual approach and the second group was not. The group that was treated was called the experimental class, and the group that was not treated was called the control class. Based on the research title, namely the influence of the use of contextual learning models on the ability to write short stories for seventh-grade students of SMP Negeri 35 Makassar, the variables of this research are: (1) the contextual learning model as an independent variable or variable X, and (2) the ability to write short stories as an independent variable. Dependent variable or Y variable. In this study, the extent to which the variable (x) affects the variable (y). To ensure that there is a change in the variable (y) due to the variable (x), the researcher gives treatment to the research sample ([Pratt, 1981](#); [Barkhuizen, 2017](#)).

This research variable is intended to clarify the operational definition of the variable in question. The influence of the contextual model in learning to write short stories is to train students to think critically and creatively in writing short stories according to the context of students' lives. The population of this study amounted to 276 students spread over nine classes. Each class consists of approximately 30 people, 145 male students, and 131 female students. [Arikunto \(2002\)](#), states that if the population is more than 100 people, the sampling is between 10%-15% or 20%-25%. Based on the description above, the researcher took a sample of 25% of the population, then the number of samples drawn from the population was 41 people as the control class and 41 as the experimental class. So, the number of samples is 82 people. Determination of the sample is done by random technique or random. The sampling ratio of 82 people in the experimental and control groups from nine classes was each class of 9 people taken as samples. So, sampling from the total population can be seen in the following table.

Table 1
Sampling from the total population

Class: VII	1	2	3	4	5	6	7	8	9	Quantity
Population	30	30	31	30	32	30	31	30	32	276
Control Class	5	4	5	4	5	4	5	4	5	41
Experiment Class	5	4	5	4	5	4	5	4	5	41

The tool used to collect data is a test. The question test is in the form of instructions for students to write short stories. The instrument is to write an engaging personal experience story for the past month! The following assessment indicators.

Table 2
Assessment indicators

No	Assessed Aspects	Score
1	Theme suitability	10
2	Mandate	15
3	Plot story	20
4	Background selection	20
5	Use of language style	15
6	Description of characters and characterizations	20
	Amount	100

Data collection is done by using tests. The test consists of a final test from each class, namely the experimental and control classes. The question test is in instructions to students to write short stories, both experimental and control classes. To analyze the research data, the t-test formula was used, $t = \frac{Mx - My}{SD.bm}$ namely: information: Mx: mean of sample X, Y: mean of sample Y, and SD.bm: standard error of the mean difference. The alternative hypothesis H1 is accepted if the t-count value is the t-table value. In contrast, H1 is rejected if the value t count value t-table (Bungin, 2001).

3 Results and Discussions

Based on the research data, it can be described in detail the research results on the effect of the use of contextual learning models on the ability to write short stories for seventh-grade students of SMP Negeri 35 Makassar. To determine the effect of the model, it is necessary to analyze (1) the ability to write short stories for seventh-grade students of SMP Negeri 35 Makassar in the experimental and control classes at the end of the lesson. The results of these studies are expressed in numbers. The presentation of data aims to reveal the effect of using contextual learning models on writing short stories in class VII students of SMP Negeri 35 Makassar by presenting data for the experimental and control classes. Data on the results of the control class assessment was based on the calculation of the values found in class VII SMP Negeri 35 Makassar in writing short stories without using a contextual learning model with 41 students getting an average score of 51.34 with six aspects, namely theme: 478, mandate: 263, setting: 303, plot: 320, character: 298, and language style: 436. The median value is 50.00, the standard deviation is 5.205, the minimum value is 38, and the maximum value is 64.

Table 3
Minimum, maximum, average, and standard deviation data for the control class

Pretest	Statistic	Std. Error
Statistics	51.34	.813
Median	50.00	
Std. Deviation	5.208	
Minimum	38	

Maximum	64
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Based on the analysis results, it was found that the control class obtained an average score of 51.34 in the control class with the lowest score being 38 and the highest being 64. Experimental Class Assessment Results Data. Based on the calculation of the values found in the experimental class with 41 students getting an average score of 79.24 by having six aspects, namely theme: 668, mandate: 385, setting: 541, plot: 543, character: 445, and language style: 665 The median value is 80.00, the standard deviation is 3.569, the minimum value is 68, and the maximum value is 84.

Table 4
Deviation in the experimental class

Posttest	Statistic	Std. Error
Average	79.24	.557
Median	80.00	
Std. Deviation	3.569	
Minimum	68	
Maximum	84	

The experimental class obtained the results of the assessment using a contextual learning model. It resulted in an average value of 79.24 before treatment, with the lowest score of 68 and the highest 84. The results of the percentage value of the control group and the experimental group were analyzed. In the control group, the percentage value obtained was 51.34%, and in the experimental group, 79.24%. It can be seen that there is an increase in the percentage of the control class with the experimental class after the author applies the contextual learning model. The t-test is intended to prove a difference in writing short stories on the seventh-grade students of SMP Negeri 35 Makassar in the experimental class using a contextual learning model. Testing test scores in the control class and test scores in the experimental class, known as learning to write short stories with contextual learning models, was carried out to determine the difference in the average students of the class. The class initially had similar abilities, especially in terms of writing short stories. Therefore, it is necessary to prove whether there is a change in the ability of the experimental class through the t-test. The t-test is done with the criteria H₁ accepted if the significance level of 5%. The average final test score of the control class that carried out learning without using the contextual learning model was 51.34, and the average final test score of the experimental class that carried out learning using the contextual learning model was 79.24. After the data was t-tested, the t-count after giving the final test was 31.059.

Table 5
The average final test score of the control class

No	Description	Class Control	Experiment Class	Control and Experiment
1	Average value	51,34	79,24	27,9
2	T-count			2,790
3	T-table from the significant level of 0.5% with the number of students 41		2,021	T-count is declared greater than T-table

Thus, H₁ is accepted, which means that there is a difference in the average of the control class's final test and the experimental class's final test that carries out contextual learning. The final test score in the experimental class was better than the final test score in the control class. The final t-test in the experimental class that carried out contextual learning could significantly increase the students' ability to write short stories. The effect of contextual models in writing the short stories on seventh-grade students of SMP Negeri in Makassar was essential. The description of the effect of using contextual models in learning to write short stories describes the effectiveness of the learning model in writing short stories. The researcher used the t-test statistical analysis program to measure the influence of contextual models in improving the ability to write short stories. The t-test is a test to measure the presence or absence of a significant difference between the control class and the experimental class. The significance level (α) used is 0.05, and the degrees of freedom (DK) $N-1 = 41-1 = 40$. The findings were obtained from the analysis of research data on the

effect of contextual learning models on the ability to write short stories of seventh-grade students of SMP Negeri 35 Makassar. Based on the control class data analysis results, the average ability of students is not in the sound and outstanding categories. In this case, there are still many students who are less able to write short stories. The phenomenon shows that students write short stories with various obstacles. It seems that some students experience confusion when developing a given topic to be developed into a short story. There is also the development of topics created by students the same as ordinary essays. Another habit appears, namely, when students write short stories, it is almost the same as writing narratives or ordinary prose. The content of the short story is only telling, so it does not imply the impression of using aesthetic language with style (MacWhinney & Leinbach, 1991; Metcalfe & Kornell, 2005).

Another condition that appears in students' short stories, namely the suitability of the theme and content of the short story, is considered less relevant to the content of the short story. In the mandate aspect, the disclosure is unclear, so it cannot be understood in development; the setting is not neatly arranged according to the story's content. The sequences and sequences of the stories are difficult to follow and challenging to understand. The character development of each actor is not clear, so that the roles and characterizations of each actor are not visible. The style of language used is less precise in expressing a meaning, and the style of language expressed is minimal so that the meaning expressed is chaotic. The use of point of view is not precise so that the involvement of the author and the roles and positions of the actors in the story are not apparent. In essence, the short stories that are made do not meet the characteristics/characteristics of an excellent short story. The phenomenon experienced by students in writing short stories in the control class certainly hurts the final score obtained. This can be seen from the frequency and percentage of students' abilities. In contrast to the phenomenon in the experimental class in learning the ability to write short stories using a contextual model, all students did not experience obstacles and were enthusiastic in writing because they learned according to their world, although the results were not satisfactory. However, there were significant changes, significantly improving students' writing results (short stories).

The enthusiasm of students can be seen in the process of creating telling sentences. On average, students convey and tell about things that have been experienced, things in more detail. The experience is written as much as possible with complete freedom (not bound by time and place). Students are given the freedom to express their ideas and thoughts. Based on the ideas that have been packaged, they are then guided to develop them into short stories through a contextual learning process. The results of writing short stories with contextual techniques were essential: the suitability of the short story's theme and content. In the aspect of the mandate, the disclosure is transparent so that it can be understood. The development of the background is neatly arranged according to the content of the story. The sequence and sequence of the story are easy to follow, and understand that the character development of each actor is transparent so that the roles and characterizations of each actor appear. The style of language used is appropriate to express a meaning, and the style of language expressed is clear. The use of a clear point of view so that the author's involvement and the roles and positions of the actors in the story are apparent (Zahra & Covin, 1995; Moed, 2010).

In contrast, the phenomenon in learning the ability to write short stories after using a contextual model. It seemed that all the students did not experience any problems and were enthusiastic in writing, even though the results were not satisfactory. However, there were significant changes, significantly improving students' writing results (short stories). So, in this case, the researcher directs the teaching staff to consider applying the contextual learning model in learning to write short stories. In the learning process, children experience it themselves, construct knowledge, and then give it meaning. Transfer of learning; Children must know the meaning of learning and use the knowledge and skills they have acquired to solve problems in their lives. Students as learners; the teacher's task is to set learning strategies and help connect old knowledge with new knowledge, then facilitate learning activities. The importance of the learning environment; students work and learn in a guided manner, the teacher directs closely. Student learning must be based on practical learning components, including.

Constructivism this concept requires students to construct and construct meaning for new experiences based on specific knowledge. Knowledge is built by humans tiny by little; the results are expanded through a limited context and not suddenly. Knowledge acquisition strategies take precedence over how much students gain from or remember knowledge. In this concept, question and answer activities are carried out both by the teacher and by students. The teacher's questions are used to provide opportunities for students to think critically and evaluate students' thinking, while students' questions are a form of curiosity. Questions and answers can be applied between students and students, teachers and students, students and teachers, or students and other people brought to class. Inquiry is a cycle of processes in building knowledge/concepts starting from observing, asking, investigating, analyzing, then building a theory or concept. The inquiry cycle includes; observation, question and answer, hypotheses, data collection, and data analysis (Bahekar et al., 2007; Ebersbach & Brandenburger, 2020).

A learning community is a learning group or community that functions as a communication forum to share experiences and ideas. The practice can take the form of forming small groups or large groups and bringing experts to class, working with equal classes, working with the class above it, and working with the community. Modeling, in this concept the activity of demonstrating a performance so that students can imitate, learn or do something according to the given model. The teacher provides a model of how to learn (how to learn), and the teacher is not the only model that can be taken from outstanding students or through print and electronic media. Reflection is looking back or responding to an event, activity, and experience that aims to identify things that are already known and things that are not yet known so that an improvement action can be taken. The realization is; direct questions about what it got that day, notes and journals in student books, impressions, suggestions of students about learning that day, discussions, and work (Green et al., 2006; Lewis & Gratson, 2004).

Authentic assessment is an assessment procedure that demonstrates students' natural ability (knowledge, attitude skills). The emphasis of authentic assessment is on; Learning should help students to be able to learn something, not on obtaining information at the end of the period, learning progress is assessed not only for results but more on the process in various ways, assessing the knowledge and skills acquired by students. Applying CTL in learning develops the idea that children will learn more meaningfully by working alone, discovering for themselves, and constructing new knowledge and skills independently. Make as much inquiry as possible for all topics that develop students' curiosity by asking questions. Create a learning community (learn in groups). Present the model as an example in learning. Reflect at the end of the meeting. Carry out authentic assessments that show students' abilities. In contextual learning, students are grouped heterogeneously but can also be grouped based on friendship or common interests about a particular topic. The group of students then selects a topic to investigate, conducting an in-depth investigation of the chosen topic. Next, students prepare reports and present their reports to all students. Education & Mean (2013), explained that there are eight main steps of contextual learning:

- 1) Communicating learning objectives and preparing students: The teacher explains the learning objectives, background, importance, and benefits of the lesson and prepares students for learning.
- 2) Independent learning by studying material about contextual learning and writing short stories: Students independently and individually by studying material about contextual learning and writing short stories (can be done in co-curricular assignments).
- 3) Forming groups and selecting topics or problems for inquiry: Students form groups of 5-6 people (can be heterogeneous and homogeneous based on interest in the topic). Each group chooses a topic or problem relevant to the inquiry or investigation of writing short stories from personal or group experiences.
- 4) Investigation planning: Teachers and students discuss and formulate group work procedures for investigations, division of individual or small group tasks, preparing instruments, stationery, and activity schedules, and so on.
- 5) Group investigation procedures: Students in groups carry out the steps of conducting group investigations. Teachers provide facilitation, guidance, and direction when needed.
- 6) Analysis, evaluation, and reporting: Students analyze the results of group investigations, evaluate the investigation results, compile a short report on writing short stories, and prepare presentation materials.
- 7) Presentation of the results of group investigations and assessments: Students in groups report or present the results of their group investigations. Other groups can provide discussion. The teacher evaluates the results of group presentations.
- 8) Awarding: The teacher gives awards to the group with the best score in making reports and making group presentations.

4 Conclusion

Based on the results of data analysis, it can be concluded that the application of the Contextual learning model has a significant effect on the ability to write short stories. The data from the control class test results showed that the average score of 41 students was 51.34. Based on the calculation of the values found in class VII SMP Negeri 35 Makassar in writing short stories without using a contextual learning model with 41 students getting an average score of 51.34 with six aspects, namely theme: 478, mandate: 263, setting: 303, plot: 320, character: 298, and language style: 436. The median value is 50.00, the standard deviation is 5.205, the minimum value is 38, and the maximum value is 64. So, the assessment results from the control class with an average value of 51.34 with the acquisition of the lowest 38 and

the highest 64. The results of the experimental class test showed that the average value of the 41 students was 79.24. The result of the t-test with t-count = 2.790 is more excellent than t-table = 2.021 with a significant level of 5%, and the number of students is 41 people. The hypothesis shows that H₁ is accepted if the t-count value is the t-table value. So, there is a difference in the average test results of the control class, and the test results of the experimental class, namely the experimental class test scores, are better than the control class test scores (Yulianti & Yadnya, 2016; Mahendra, 2016).

Based on the calculation of the values found in class VII SMP Negeri 35 Makassar in writing short stories in the experimental group with a total of 41 students, the average score was 79.24 with six aspects, namely theme: 668, mandate: 385, setting: 541, plot: 543, character: 445, and language style: 665. The median value is 80.00, the standard deviation is 3.569, the minimum value is 68, and the maximum value is 84. So, the experimental class obtained the final test results after using the contextual learning model. This resulted in an average score of 79.24, with the lowest score being 68 and the highest being 84. These conclusions show that applying contextual learning models in learning to write short stories is critical. In contextual learning, every teacher needs to relate the learning material discussed to the actual situation of students. It is recommended that learning in each school refers to the Contextual Approach. The contextual approach should be prioritized in its application in the learning process in schools. Every teacher must master the steps of implementing a contextual approach. In mastering the contextual approach, the teacher must creatively describe in detail the seven principles of the contextual approach, namely: constructivism, inquiry, active questioning, learning community, modeling, reflection, and authentic assessment. The seven principles of contextual learning must be applied in detail so that learning is experienced by students and is more meaningful.

Conflict of interest statement

The author declared that he have no competing interests.

Statement of authorship

The author have a responsibility for the conception and design of the study. The author have approved the final article.

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