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**Analysis of Improving Personal Experience Writing Skills Using
Contextual Methods at Class VII Students of SMP IT
Wihdatul Ummah Kolaka**

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Abstract

Writing skill is a process of thinking or pouring ideas outlined in writing. Through this thought process, students find it difficult to put their ideas into writing so that writing activities are still very low. Specifically, this study aims: (1) to describe the learning outcomes of the analysis of increasing personal experience writing skills in class VII students of Wihdatul Ummah Middle School before learning to write personal experiences with contextual methods, (2) to describe the learning outcomes of personal experience writing skills improvement analysis in the seventh grade students of Wihdatul Ummah Middle School after a personal experience writing learning with contextual methods, (3) to describe the learning outcomes of analysis of personal experience writing skills improvement for VII grade students of Wihdatul Ummah Middle School before and after learning to write personal experiences with contextual methods. This research was carried out in Kolaka district, precisely in SMP IT Wihdatul Ummah Kolaka. This study uses a class action research design (CAR). This research was carried out through several processes (cycle I and cycle II), namely: (1) planning, (2) action, (3) observation or observation, (4) reflection. If the first cycle of action on the average value of students has not reached the predetermined target, then the second cycle will be carried out. Data collection techniques in this study are test techniques and non-test techniques. The data analysis technique used is descriptive qualitative analysis that gives an idea of whether or not there is an increase in personal experience writing skills using contextual methods. Based on the results of the study, the increase in the ability to write personal experiences using contextual methods increased from the average value in the pre-cycle 64.23 or the less category, increasing in cycle 1 with an average value in the first cycle of 65 but still lacking category, while the increase seen in the second cycle with an average score of 82 or categorized very well and achieved a minimum completeness criterion (KKM) of 70 and reached the target set by the researcher which was 75% or very good.

Keywords: action research, writing skills, contextual methods

A. Introduction

Language is a means of communication in the form of oral and written that develops between one human being and another human being. Through language, every human being can express his thoughts so that other people can know what he is thinking. There are four language skills that need to be considered, including listening skills, speaking skills, reading skills, and writing skills (Tarigan, 1981:1). These language skills have a very close relationship with each other, and correlate with one another with writing skills.

Writing skills are an integral part of the entire learning process experienced by students during their studies at school. The purpose of writing learning is expected in writing learning so students are able to express ideas, opinions, and knowledge in writing and have a penchant for writing (Ministry of Education and Culture in Wijayanti, 2006).

This research is focused on personal experience writing skills. Personal experience is writing that is lifted from an impressive personal experience. Personal writing contains feeling ideas, personal experiences that have been experienced in a certain place, time and situation in the past.

The formulation of the problem in this study is as follows.

1. How are the learning outcomes of the analysis of the improvement of personal experience writing skills in class VII students of IT Middle School Wihdatul Ummah Kolaka before learning to write personal experiences with contextual methods?
2. How are the learning outcomes of the analysis of increasing personal experience writing skills in class VII students of IT Middle School Wihdatul Ummah Kolaka after learning to write personal experiences with contextual methods?
3. How are the learning outcomes of the analysis of increasing personal experience writing skills in class VII students of IT Middle School Wihdatul Ummah Kolaka before and after learning to write personal experiences with contextual methods?

Research purposes.

1. To describe the learning outcomes of the analysis of improvement in personal experience writing skills in class VII students of SMP IT Wihdatul Ummah Kolaka before learning to write personal experiences with contextual methods.
2. To describe the learning outcomes of the analysis of the improvement of personal experience writing skills in class VII students of IT Middle School Wihdatul Ummah Kolaka after learning to write personal experiences with contextual methods.
3. To describe the learning outcomes of the analysis of improvement in personal experience writing skills in class VII students of SMP IT Wihdatul Ummah Kolaka before and after learning to write personal experiences with contextual methods.

The benefits of this research are expected to be useful theoretically and practically.

B. Literature Review

1. Teaching writing

Learning is a process of constructing knowledge through active physical and mental involvement of students. Learning is also the process of assimilating and connecting the material learned with the experiences that students have. Learning in this case is more focused on developing thoughts that enable students to be able to empower their functions and psychology as a whole (Pannen et al. 2005:16).

2. Writing skill definition

Syafi'ie (1988:45) suggests that writing in essence is to put ideas, opinions, feelings, desires and willingness and information into written Indonesian and then send it to others. As a language skill, writing is a complex activity because the author is required to be able to compile and organize the contents of his writing and pour it into the formation of various written languages.

Writing skills are a process of thinking or pouring ideas outlined in writing. The idea was then developed in the form of a series of sentences, besides writing is a language skill that is used to communicate indirectly, not face to face with other people. According to Tarigan (2008:3) writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties.

3. Purpose of writing

According to Suriamiharja (1997:10) the purpose of writing is that the writing made can be read and understood correctly by other people who have the same understanding of the language used. Tarigan (2008:24) formulates four categories of writing learning objectives,

namely: (1) telling or teaching, (2) entertaining or fun, (3) convincing, (4) expressing or expressing feelings, fiery emotions.

4. Advantage of writing

According to Komaidi (2007:12) the benefits of writing, namely, arousing curiosity and training sensitivity in seeing the reality, writing encourages us to look for references such as books, magazines, newspapers, journals and the like, with writing activities we are trained to compile thoughts and our argument is coherent, systematic and logical.

5. Writing a personal experience

Writing personal experiences is writing that is lifted from an impressive personal experience. Personal writing contains feeling ideas, personal experiences that have been experienced in a place, certain times and situations in the past. Writing personal experiences is a form of writing that is lifted from personal experience that impresses that experience is usually pleasant or sad.

6. Aspects assessed in writing personal experience

Aspects that can be used in writing personal experiences, namely, (1) conformity of content and clarity of the story, (2) completeness of the story (5W + 1H), (3) the use of appropriate diction, (4) cohesion and coherence, and (5) neatness of writing.

7. Contextual learning method

Contextual is one of the principles of learning that allows students to learn meaningfully. By paying attention to contextual principles, the learning process is expected to encourage students to realize and use their understanding to develop themselves and solve various problems they face in their daily lives. According to Suprijono (2011:79) explains that contextual learning is a concept that helps teachers associate material taught with real world situations and encourage students to make connections between the knowledge they have and their application in their lives as family members and society.

8. Steps in contextual method

The steps of the contextual method are: (1) developing the idea that learners will learn more meaningfully by working alone, finding themselves, and constructing their own knowledge and skills in questioning, (2) carrying out self-discovery activities to achieve desired competencies, (3) develop the curious nature of students by asking, (4) creating learning problems, group work, (5) presenting models as examples of learning, (6) reflecting at the end of the meeting, so that students feel that today they are learning something, and (7) perform authentic assessments from various sources and ways.

C. Methodology

1. Research location

This research was carried out in the Kolaka district, precisely in Middle School IT Wihdatul Ummah Kolaka.

2. Research design

This study uses a class action research design (CAR). This research was carried out through several processes, namely: (1) planning, (2) action, (3) observation or observation, (4) reflection. The four steps are one round (Arikunto, 2006:97). If the first cycle of action on the average value of students has not reached the predetermined target, then the second cycle will be carried out.

3. Technique of data collection

- 1) Test techniques, data in this study were obtained through writing personal experiences. The activity of writing personal experiences is carried out twice, namely in the first cycle and second cycle. At the end of the lesson the teacher gives the task of writing individual personal experiences based on the examples given.
- 2) Non-technical techniques, non-technical techniques are based on observation, interviews, and documentation.

4. Technique of data analysis

The calculation steps are calculating the scores obtained by students, calculating the cumulative score from all aspects, calculating the average score and calculating the percentage. Percentage of values using formulas:

$$NP = \frac{\sum f}{n} \times 100 \% \quad \text{Note. NP: percentage of each interval}$$

$\sum f$: frequency for each interval

N : number of respondent

(Sanjaya, 2009: 36)

To calculate the average value of each aspect can use the formula:

$$x = \frac{\sum x}{n} \quad \text{Note: } X : \text{mean score}$$

$\sum f$: total score

N : number of respondent

5. Indicator of success

The indicator of the success of this study is the target value that students must achieve in testing personal experience writing skills through the contextual method of each student Based on minimum completeness criteria (KKM). KKM used for cycle I and cycle II average 70%.

D. Findings and Discussion

1. Results

This research begins with the initial observation activities from a short interview with Indonesian language teacher class VII SMP IT Wihdatul Ummah Kolaka. Interviews with teachers are conducted with the aim of obtaining information about the conditions of learning that occur in general. The researcher continued with giving the initial test. In the results of this study the test is divided into three parts, namely, pre cycle, cycle I and cycle II.

2. Pre-cycle

Pre-cycle is the condition of students before learning to write personal experiences by being treated in the form of the application of contextual methods.

Table 1. Learning test results of writing personal experiences on pre-cycle

No	Aspects	Mean	Category	Maximal score
1.	Suitability of content and clarity of the story	10,47	Enough	20
2.	Complete story	12,97	Enough	20
3.	Use of the correct diction	18,60	Good	30
4.	Cohesion and coherence	13,98	Enough	20
5.	Neatness of writing	8,21	Less	10
Mean score		64,23		100

3. Cycle I

Cycle I is the initial action of research Activities carried out in the first cycle is an attempt to write simple personal experiences in accordance with the theme through contextual methods with direct objects in class VII students of SMP IT Wihdatul Ummah Kolaka. The actions taken in this cycle are as follows:

a. Planning

The action planning activity in the first cycle was carried out in the teacher's room at SMP IT Wihdatul Ummah Kolaka. Researchers and Indonesian language subject teachers discuss based on the results of the survey description that the ability to write personal experiences in class VII students of SMP IT Wihdatul Ummah Kolaka has not reached a classical completeness indicator. The discussion was conducted to equate perceptions regarding the research to be carried out, namely by using contextual methods.

b. Action

The implementation of learning on the implementation of the action is carried out for 2x45 minutes each cycle. This activity is carried out by following certain procedures. The teacher opens learning activities with greetings. Writing down the standard of competence, namely writing, disclosing information (experience) in various paragraph forms (narrative, descriptive, expositive). The core activity, the teacher conveys personal experience writing material using contextual methods, and the teacher gives one example of writing personal experiences taken from one of the books. In the last stage, students and teachers discuss together what students have made and help students to reflect and conclude activities that have been completed. The teacher reminds students to study in their homes. The teacher ends the learning with closing greetings.

c. Observation

Observation was carried out during the learning process of writing personal experiences using contextual methods in class VII of SMP IT Wihdatul Ummah Kolaka. At this stage the observer is evaluating the observations of the activities of the teacher and students, the results

of field notes during the learning process and the results of the student's personal experience writing skills test results.

d. Evaluation result

The results of the evaluation of learning tests of the ability to write personal experiences of class VII students of SMP Wihdatul Ummah Kolaka in the first cycle can be seen in the following table:

Table 2. List of achievements of learning outcomes test ability in writing personal experiences

No.	Students get score	Number of Students	Percentage
1	Students who get a score of ≥ 70	11	65%
2	Students who get a score of ≤ 70	6	35%

The results of the analysis above can be seen that there are 11 students out of a total of all students, namely 17 students who achieve individual learning completeness. Individual learning completeness set in the IT Middle School Wihdatul Ummah Kolaka for Indonesian Language subjects is 70. The ability to write personal experiences of students reaches a percentage of 70% with sufficient categories but still below the percentage of not achieving the target set by the researcher, 75% or very good. Based on these results, it can be calculated the completeness of the classical learning outcomes of learning to write personal experiences in this first cycle with the following formula.

$$P = + \frac{n}{N} \times 100\%$$

$$\frac{11}{17} \times 100\% = 65\%$$

When compared with learning outcomes before action, student learning outcomes have increased. However, these results still have not achieved the completeness of classical learning outcomes as they have been determined, namely 70%.

4. Cycle II

The implementation of the second cycle is an improvement of the learning process and actions that have been carried out in cycle I. The stages carried out in the second cycle are parallel to the implementation of the first cycle. These include planning, implementation, observation, and reflection on the learning process and actions that have been designed reflection results of cycle I.

a. Planning

Based on reflections on the learning process and learning outcomes of the first cycle, improvements were made in actions that were expected to improve the ability to write students' personal experiences with contextual methods. This ability is expected to increase from the first cycle.

b. Action

The learning process in cycle II is not much different from the previous cycle. All preparations are based on deficiencies in cycle I. Learning in cycle II also uses contextual methods with media objects directly on the basic competencies of writing personal experiences of students. Following the description of their activities, the Teacher starts the lesson with the opening greetings and gives an apperception about experience writing, which is a little story about the teacher's experience. Then the teacher motivates students so that students are more enthusiastic in learning especially to write personal experiences.

c. Observation

Observations carried out by researchers are still the same as observations made in the learning process and the implementation of cycle I actions seen in the following table:

Table 3. List of achievement test results learning outcomes ability in writing personal experience

No.	Students get score	Number of Students	Percentage
1	Students who get a score of ≥ 70	14	82%
2	Students who get a score of ≤ 70	3	18%

In Cycle II, the number of students who obtained a score of ≥ 70 increased by 20% from 11 students to 14 students from a total of 17 students, the rest obtained a value of ≤ 70 . The ability to write personal experiences of students also increased by 14% to 82% the category is very good and has reached the target set by the researcher which is 75%. The percentage of classical learning completeness in cycle II can be obtained by analysis as follows.

$$P = \frac{n}{N} \times 100\%$$

$$\frac{14}{17} \times 100\% = 82\%$$

The results of the analysis explain that the achievement of completeness of student learning outcomes in writing personal experience using contextual methods in the second cycle has reached the minimum classical completeness criteria of 82%. Students have been able to adjust to the learning method applied by the teacher so students are not confused when the teacher instructs students to find their own answers without teacher guidance so that students are actively involved in learning. Thus it can be said that learning to write personal experiences of students by using contextual methods in cycle II has succeeded in increasing students' abilities in writing personal experiences. In the second cycle interviews were also held with students. Interviews were conducted after the implementation of cycle II learning. This interview aims to determine students' responses to the learning that has just been carried out.

d. Reflection

The results of the activities carried out in the second cycle were getting better. As in the results of the ability to write personal experiences of students in a classic on the second cycle more increased than the first cycle, because students are able to write this because the teacher is more guiding students who are less able to write personal experiences in cycle I. The results can reach the minimum classical completeness criteria, namely 82 %. Thus, the learning carried out in cycle II has been successful, and the researcher feels that it is enough because the results are expected to be able to improve the ability to write personal experiences of seventh grade students of SMP IT Wihdatul Ummah Kolaka.

E. Conclusion and Suggestion

This research cannot be concluded perfectly, because this research will still do the next few stages and will provide detailed results related to the analysis of the improvement of the ability of VII grade students of IT Middle School Wihdatul Ummah Kolaka District using contextual methods. However, for the time being there are some general features or insofar as this research has been able to provide a temporary conclusion that the use of contextual methods can improve students' learning outcomes in writing personal experiences. This can be proven that the pre-action is 64.23 and the student learning outcomes in the first cycle are an average of 65% while the second cycle of the average is 82%.

Suggestions that can be given to other researchers based on the conclusions of the research results as follows.

1. Indonesian language teachers should use methods in teaching in general, especially writing personal experiences, because with the contextual method students become active, creative and create a pleasant atmosphere and innovation.
2. Researchers in the field of education or other researchers should be able to do the same as contextual methods, other learning so that other alternatives are obtained for learning to write personal experiences.

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