

Improvement Exposition Writing Skill through Contextual Approach

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Abstract

This objective of this research was to improve the exposition writing skill through the contextual approach on fifth grade student of Kalisari 02 Elementary School East Jakarta. This research uses an action research method consisting of two cycles. Each cycle consists of four phases: planning, action, observation, and reflection. The subjects of the research were the students on fifth grade of Kalisari 02 Elementary School East Jakarta as many as 32 students. Data were collected through observation for each student during action of learning, field notes, and documentation. The result obtained average values of exposition writing skill are 64,69 at pre-research, increase to 67,19 the first cycle and 80,13 in the second cycle, whereas the student's score of all exposition writing indicators show significant improvement. The conclusion of this research was contextual approach is very effective to improve exposition writing skill. Not only that but applying contextual approach also can improve the quality of teaching-learning process and can improve student's actively so it can build the active and pleasant situation in the teaching and learning process.

Keywords: Writing Skills Exposition, Contextual Approach, Elementary School

1. Introduction

Indonesian language is one of the subjects that aim to develop the language skills of learners. In the Curriculum 2013 for elementary school, Indonesian subjects have a very strategic position. The role of Indonesian subjects becomes dominant, namely as a channel that delivers material content from all sources of competence to learners. In other words, Indonesian is placed as an advocate of other subjects. This revelation means that the content of the material in each subject is used as the context of the discussion through the incorporation of the basic competencies of other subjects so as to create more meaningful learning for learners. Language skills in Elementary School includes four aspects such as: (1) listening skills; (2) speaking skills; (3) reading skills; and (4) writing skills. The four skills above is a unity that is closely related to each other. Therefore, the learning of Indonesian language should be developed together and integrated, not separated. This is done so that learners get the learning experience intact and meaningful. One of the four language skills that the learner should master is writing skills. In Primary School (SD) writing skills are skills that require special attention. Writing is a creative process in expressing or expressing ideas, opinions, thoughts, or feelings. Through writing activities, learners are trained to think logically and systematically.

Writing is a productive and expressive activity, meaning that writing can produce a work in writing. Writing is also said to be an act of communicating opinions, ideas, thoughts, feelings, which are written in writing to others with a medium that has been understood together without having to face to face. Writing skills are not obtained naturally but must go through the process of learning and practicing. This exercise is necessary so that learners are able to produce good and interesting writing, so that can be understood by the reader.

Writing is a manifestation of language skills that need to be mastered after the ability to listen, speak, and read. Compared with the other three language abilities, writing skills are the most difficult language skills. It is said so because the writer must understand the aspects of language, the content of the writing, and writing techniques. The author was required to have various abilities at once, which is about what will be written and how to convey in written language is good and true. This aims to make the reader easy to understand the writing. Writing is one of the skills to be developed. This is because the writing skill aims to train learners in developing ideas and arrange them into more detailed writing in order to be easily understood by the reader. In learning writing, there are several types of texts that can be developed by learners. One type of text that can be developed by students of fifth-grade Primary School is exposition. Exposition is a type of writing that is explaining or providing information about an object briefly, clearly, and equipped with facts. Thus the main

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purpose of the exposition is to tell, explain, describe, or explain something in detail and objectively.

Based on the observations Kalisari 02 Elementary School, that learning exposition writing skill is still low and not as expected. Some problems in writing exposition skills are found among others (1) learners are still not careful in understanding the context of the sentence and the preparation of the types of texts, especially the text of exposition (2) the motivation of learners to writing skills is still low because the lessons presented less interesting and yet according to the characteristics of learners. Learning applied is still classified as conventional learning because the learning process is only in the form of delivery of materials related to the type of texts that are studied and giving examples of text sourced from the handbook of learners. As a result, the writing lessons that have been conducted have not given direction on the stages of writing good and true to learners.

Based on the background described above, the issues that can be identified as research materials at Kalisari 02 Pagi Elementary School are as follows: (1) learners have difficulty in developing their ideas or ideas into exposition paragraphs, (2) the low interest of learners towards the learning of writing exposition, (3) lack of teacher attention to teaching exposition writing, (4) the lesson approach used is less attracting the attention of learners and less motivating the learners to enterprising and skilled in writing.

Based on the background and identification of the above problems, it can be seen that the lack of successful learning of writing is influenced by several factors. Given the complexity of the issues identified, the problem is limited to improving the exposition of writing skills through a contextual approach that will be applied to students of fifth-grade at Kalisari 02 Pagi East Jakarta Elementary School.

2. Literature Review

2.1 Writing

Writing is a productive and expressive activity. To refine his earlier account, Tarigan says that writing is to derive or represent graphic representations depicting a language understood by someone so that others can read the graphic symbols if they understand the language and graphic picture (Henri Guntur Tarigan, 1993). Furthermore, Liang Gie in Zulela states that writing is the whole set of one's activities in expressing ideas and conveying written language to the reader to be understood and understood by others (Zulela H.M Saleh, 2013). Thus writing is a communication activity in the form of delivery of written messages to other parties. Writing activities involve elements such as, authors as messengers, messages or written content, channels or written media, and readers as recipients of messages.

2.2. Exposition Writing Skill

One type of writing that became the focus of this research is exposition. Exposition is one type of essay written in order to explain or provide information presented objectively, concisely and clearly. To complement the information within the exposition, the author may add images, charts, diagrams, or facts from trusted sources. It is intended that readers can understand the information presented clearly. The exposition's essay is only for explaining without affecting or convincing the reader to agree or agree with what the author has written.

Parera says that exposition is informational. In writing exposition, the author tries to explain events or problems for the reader to understand it (Jos Daniel Parera, 1987). The information presented should be factual and useful to the reader. Furthermore, according to Dadan exposition is a writing that conveys or preaches an event or event that explains what, what, who, where, where, why, and how (Dadan Suwarna, 2012). This can be interpreted that the exposition of the article aims to explain, explain or give an understanding of something as clearly as possible. The exposition writing skill is an ability to express ideas, ideas, opinions, or feelings that aim to explain or clearly inform a thing by using correct sentence and spelling structures that are supplemented with supporting facts without intending to influence or convince the reader.

2.3 Contextual Approach

The contextual approach is rooted in a contra- logic approach. Constructivism is the process of building or composing new knowledge in the cognitive structure of learners based on experience. According to constructivism, knowledge is indeed from outside but is constructed by and from within a person. Therefore knowledge is formed by two important factors, namely the object of observation and the ability of the subject to interpret the object. Both factors are just as important. Thus knowledge is not static but dynamic, depending on the individual who sees and constructs it. A Knowledge that comes from experience and context is built by the learners themselves not by the teacher. Thus, enabling learners to strengthen, expand, and apply knowledge and skills possessed in real life.

Contextual learning puts learners in a meaningful context. In relation to that, then learning should emphasize the meaningfulness of a being learned with everyday life. This is in line with Berns and Erickson's suggestion that contextual teaching and learning helps students connect the content they are learning to the life contexts in which it can be used (Clemente Charles and Vesta R. Whisler, Volume 6). Implementation of learning is not only concerned with learning outcomes but more centralize how the learning process can take place well and provide benefits for learners in life.

The contextual approach emphasizes the process of involvement of learners to find the material, meaning that the learning process is oriented directly to the experience process. The learning process does not expect the learners to receive only the lessons, but the process of finding and finding their own subject matter. In accordance with the underlying assumption, that knowledge is obtained by the child not from the information provided by others including the teacher, but from the process of recovering and build itself, then teachers should avoid teaching as the process of delivering information. Teachers should give the opportunity to dig up the information to make it more meaningful to their lives.

3. Methodology

This action research was conducted on students of fifth-grade on Kalisari 02 Pagi Elementary School. This school is addressed at Cijantung Street, East Jakarta. The school that will be the place of study is a school with accreditation A with an accreditation value of 95. The school has a total number of study groups of thirteen classes. The number of students in this school is four hundred and seventeen students, with the number of male students as much as two hundred and one and female students as many as two hundred and sixteen people. While the number of teachers who teach is twenty people and education personnel as many as four people.

This research is a type of action research (action research). This research was conducted to study the learning process of Indonesian language, especially to improve the exposition of writing skill by using contextual approach to make learning more dynamic, effective, and fun and can facilitate learners' learning styles as a whole. Research conducted is participatory in the sense that researchers are engaged in research, and collaborative because it involves other parties (collaborators). It is expected that the implementation of the action can know the things that give positive and negative impact in the process of this research so that can be done improvement in order to reach the purpose of research and the quality of the result of learning.

The action research model used is Kemmis & Mc Taggart model. Broadly speaking there are four stages in Kemmis & Mc Taggart model that describes the spiral system starts from planning (planning), acting (acting),

observing (observing), and reflecting (reflecting). If in the first cycle has not shown the expected results, then proceed with the next cycle with reference to the results of the first cycle action-reflection. The subjects of this study are the students of fifth-grade of Kalisari 02 Pagi Elementary School amounted to 32 people. Sources of data in action research are divided into two, the first is the data of observation action (action) and research data (research). Data collection techniques conducted in this study is by test and non-test techniques. The collection of test data is performed using an exposition writing scoring sheet. While non-test techniques are conducted by 1) direct observation using observation sheets of teacher action monitoring and learners during the learning process,, 2) field notes to record every action undertaken by teachers and learners and all events that affect the implementation of actions in learning in classes, and 3) documentation in the form of photographs during the learning activities take place.

4. Result and Analysis

Research begins with the implementation of the pre-research stage which aims to find out the initial conditions of learning writing skills before the action is done by applying a contextual approach. Before giving the action by applying a contextual approach to the exposition writing study, the researcher conducts preliminary tests to determine the learner's ability to write an exposition. Based on the observations conducted on pre-research, it is found that the students' exposition of writing skill is still low. This is evidenced from the results of writing skills exposition of writing exposes from the all of students, amounting to thirty-two people, only nine students who complete beyond the value of seventy with a percentage of 28.12%. While the students who got a score less than seventy that is as many as twenty-three people with a percentage of 71.87%.

In the first cycle of action is done by applying a contextual approach so that the value of exposition writing skills increases. The increase in the average score of writing skill expositions of students of class Kalisari 02 Pagi Elementary School can be seen in the diagram below:

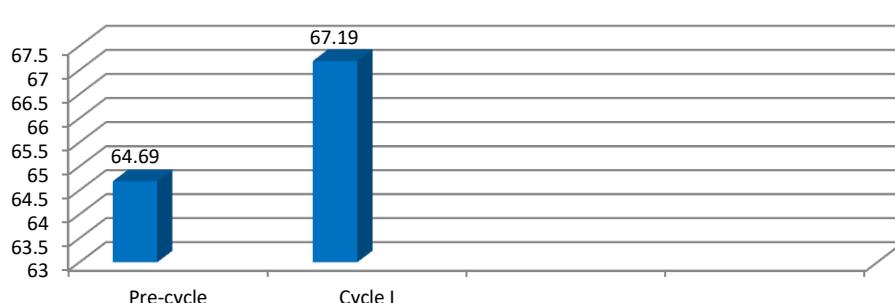


Fig.1 The average result of the student's exposition writing skill

Based on the picture above can be explained that the pre-research stage average score obtained by learners of 64.69 and in the first cycle of 67.19. Writing skills of students' expositions have improved from pre-cycle to cycle I. However, there are still some learners who have difficulty in learning. Also during the group discussion, there were still some learners who were still not actively involved. At the end of the cycle, I held a reflection conducted by way of discussion with collaborators to

determine the shortcomings contained in cycle I. Based on the discussion with the collaborators decided to continue on cycle II. After implemented the learning in cycle II obtained the average score data writing skills exposition of learners increased by 80.13. Therefore, researchers do not need to implement the action in the next cycle because it has met the target. The increase in the value of writing exposition skills can be seen in the figure below:

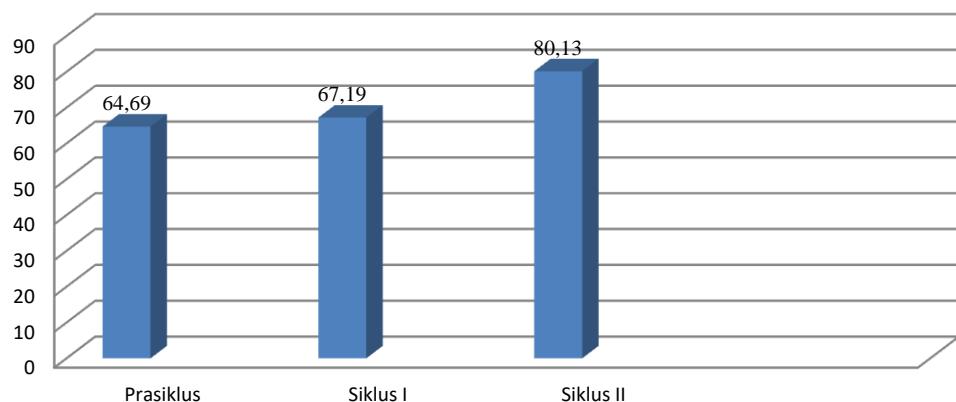


Fig.2 The average result of the student's exposition writing skill In Pre-research, Cycle I, and Cycle II

The assessment of exposition writing skills is reviewed based on four aspects including: (1) the skills of expressing ideas / ideas, (2) the skills of organizing the content, (3) language skills, and (4) the skills of the use of the (mechanical) The visual representation of the result of the result of the analysis of the skills of expository

writing expositions of the pre-cycle stage, cycle I and cycle II are as follows: Visually, the result of the analysis of the writing exposition writing indicator of each aspect on the pre-cycle action, cycle I and cycle II is illustrated by bar chart as follows:

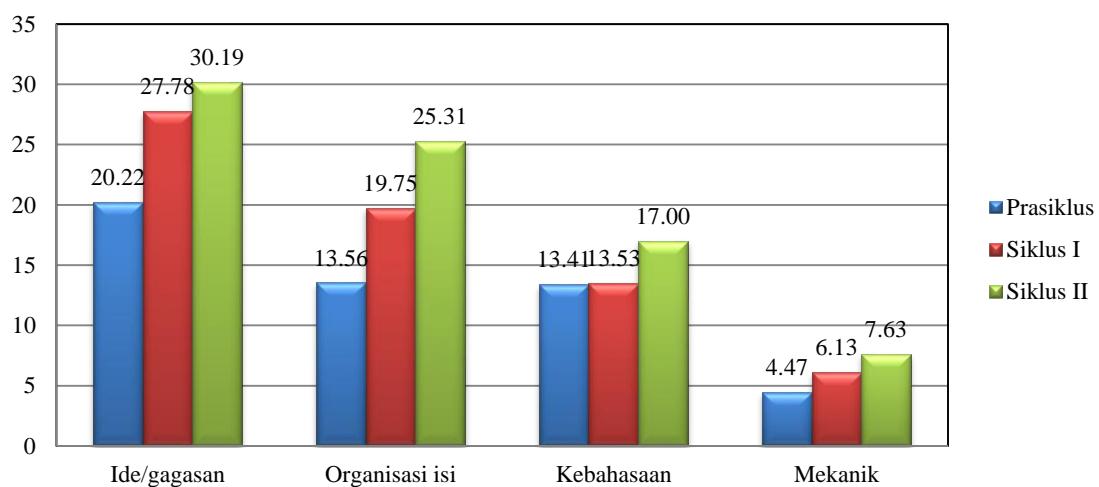


Fig.3 Comparison of Aspect Scoring Results Writing Exposition Prasiklus, Cycle I, and Cycle II

Implementation carried out indicates an increase in teacher performance, student activity, and the result of writing skills in the exposition of learners. The overall result of research on improvement of exposition writing skill through contextual approach has given positive effect to the improvement of writing skill exposition result of class V student of SDN Kalisari 02 Pagi East Jakarta. It is known based on the data obtained during

the implementation of action research conducted in two cycles. From the results of observations made on the activities of learners and teachers in the first cycle can be explained as follows: first meeting of researchers obtained a percentage of 65.2%, the second meeting obtained a percentage of 67.5%, meeting three get 77.5% percentage and the fourth meeting obtained percentage of 85%. Upon these shortcomings, researchers carry out

the next action. As for the activities of learners, the first meeting obtained a percentage of 65%. The second meeting gets the percentage of 68.75%, the third meeting gets 77.5% and the fourth meeting gets the percentage of 85%. Each meeting in the implementation of learning exposition writing skills has increased.

Next from the observations of teachers conducted by an observer in cycle II, meeting one get 86.25%, the second meeting teachers get 91.25%. Researchers at the

third learning meeting obtained a percentage of 96.25% and the fourth meeting of 100%. While the activities of learners, at the first meeting, get the percentage of 81.25%, the second meeting gets the percentage of 86.25%, the third meeting gets 95% percentage and on learning meeting, the four learners earn a percentage of 100%. Based on the result of the exposition writing skill of the learner after applying contextual approach there is an improvement from pre-research, a cycle I and cycle II.

Table 1 Pre-research, a cycle I and cycle II

Aspect	Average score			Enhancement from Pre Action until the Cycle II
	Pre-research	First cycle	Second cycle	
Ideas	20,22	27,78	30,19	9,97
Content organization	13,56	19,75	25,31	11,75
Language	13,41	13,53	17,00	3,59
Mechanical	4,47	6,13	7,63	3,16

Based on the result of the exposition writing skill of the learner after applying contextual approach there is an improvement from pre-research, a cycle I and cycle II.

This can be seen from the results of the students' exposition writing skill tests below:

Table 2 Comparison of Achievement of Minimum Preclusion Criteria, Cycle I and Cycle II

	Pre-research	First Cycle	Second Cycle	% First Cycle	% Second Cycle
Completed	9 student	18 student	29 student	56,25%	90,6%
Uncompleted	23 student	14student	3 student	43,75%	93,7%
Amount	32 student	32 student	32 student	100%	100%

The results of an exposition writing test are held at the end of a meeting on each cycle. Based on the above table, it can be seen that in the pre-research stage, there are nine people complete learners. In the first cycle after the action, complete learners increased to eighteen students. This is because the teacher has not been optimal in carrying out learning activities so that the results of writing skills exposition of learners have not experienced a significant increase. In the second cycle that reaches the minimum thoroughness criteria amounted to twenty nine students and the unfinished as many as three students.

Conclusions

Based on the results of action and discussion of the results of research under taken to improve the skills of writing exposition through contextual approach on students fifth-grade Kalisari 02 Pagi East Jakarta Elementary School can be drawn conclusion as follows: Learning exposition writing skill in Kalisari 02 Pagi Elementary School can be developed by action research model. Learning Indonesian by applying contextual approach can improve students' skill in making exposition essay. Contextual approach is applied to create active learning by involving learners' ability in constructing knowledge, inquiry, questioning, discussion, acting, reflection, and assessment. For that in the implementation of learning teachers should be able to apply it properly and correctly.

Based on the stages of research and development passed, the conclusions of this study are as follows: (1) The contextual approach developed in this study proved to be valid, effective and potentially to the writing result of learners, (2) The application of a contextual approach in learning can improve the skills of writing the exposition of learners.

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