



ANALYSIS OF CONTEXTUAL LEARNING APPLICATION IN THE DEVELOPING OF SHORT STORYTELLING WRITING ABILITY

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Abstract

Writing short stories is a skill that can help students become more creative and qualified to generate ideas, thoughts, and ideas, as indicated by using effective sentences and appropriate and precise language. This study is the goal of teaching students to write short tales. Students need to understand better how to create short stories if they learn how to write them. This study aims to (1) present pictures and explanations of instructors who apply the contextual approach in short story learning and (2) to identify the characteristics that determine the effectiveness of teachers who apply contextual approaches, particularly in the setting of short story learning.

This study contextualizes short story learning for a single Indonesian language instructor at the ninth-grade level at SMP PGRI Cirus in Serang Regency, Banten. The data is gathered through careful observation, in-depth interviews, and meticulous analysis. In addition, qualitative descriptions were used to assess data collected from three different approaches.

This study's findings suggest that (1) teachers who understand the stages involved in implementing the contextual approach to short story learning are more likely to have students who reach the KKM they set for themselves. And (2) students who reach the KKM more often have a more positive experience learning the stories. Teaching variables, student characteristics, facilities and infrastructure, and environmental elements impact teachers' ability to implement a contextual approach to learning short stories successfully.

Keywords: Short Story Learning, Contextual Approach

INTRODUCTON

Studying Indonesian language subjects supports the successful acquisition of all other subjects. Students should gain a better understanding of themselves, their own culture, and the cultures of others, the ability to express their thoughts and feelings, and the ability to participate in a society that depends on language through the study of foreign languages (Ichan, 2019). We should also consider the Indonesian language material, which has a significant amount of weight in the field of education. It is because other forms of education will be ineffective without Indonesian language material.

Listening, speaking, reading, and writing skills are the four subsets of linguistic skills studied and developed through language instruction. In various ways, each of these skills is intricately connected to the other three skills. Therefore, the four linguistic teaching skills need to have a component that is well-balanced, integrated, and thematic (Pohan, 2018). Within this discussion, the ability to write will be referred to as one of the linguistic abilities that will cover.

Writing is a productive activity that can lead to developing ideas and thoughts that can communicate through writing. Writing something capable of being expressed or expressing you based on the written form is another possibility that we can consider. Communication will establish indirectly due to writing activities, but the contact already in place is also indirect (Saputra, 2014). This writing activity can also use to send something about ourselves to others, after which ideas can communicate to them. We are forced to work harder and think more deeply thanks to writing. Therefore, writing activities can use in indirect communication. Many things must be considered in writing activities, including using language and reading signs. Be mindful of your tongue and punctuation; doing so will make what is written much more straightforward to comprehend.

Writing short stories is a skill that can help students become more creative and qualified to develop ideas, thoughts, and ideas, as shown by using effective sentences and excellent and correct language—the goal of teaching students to write short stories. Students will improve their ability to write short stories if they read short stories and learn from those stories. On the other hand, many students lack the creative capacity or technical expertise necessary to write short stories. This problem may be caused by the fact that many students have not yet grasped the fundamentals or strategies for writing short stories.

Through short story writing activities, students will find it easier to determine their interest in literary work, and students can better express it through short story writing activities. In addition, in a short story, writing exercises can better write and tell exciting experiences obtained from someone's experience, which students can then register. Finally, students can share through new imaginative forms that must be able to inspire readers.

The teacher's role as a facilitator is significant in writing short stories. The teacher must be able to teach students knowledge of short stories in detail as one of their foundations in writing activities. Learning to write can also improve students' ability to write short stories by applying an optimal contextual approach. With a contextual approach, students must be more active and creative by following Indonesian language lessons, especially for learning to write short stories, which can improve the quality of student learning in problem-solving. Currently, short story writing activities only explain many theories rather than introducing short stories to students. As a result, students will have difficulty writing well, correctly, and systematically. Students may be more required to think critically and creatively. But now, it isn't easy to apply in the classroom, primarily when teaching and learning occur.

Another factor contributing to students' lack of writing ability is their inappropriate use of various writing approaches. A significant number of educators continue to teach writing with a grammatical approach as the primary method of instruction. Because students are required first to acquire a considerable amount of grammar knowledge, using this method as the immediate process makes students hesitant to write.

The fact that teachers do not play a significant enough role in the selection of students who qualify for the class is another factor that contributes to the inability of students to write stories. Learning to write should encourage students to practice expressing ideas that are not yet optimal to be developed and are considered fun teaching for teachers. Students writing teachers can relax in class and even leave the class to talk with other teachers. Learning to write should also encourage students to practice expressing ideas that are not yet optimal to be developed. The instructor's routine of not providing the students with an accurate evaluation of their writing skills makes this condition significantly worse. The quality of the writing produced by students is frequently judged based solely on how many paragraphs they have and how sharp their writing is.

At the SMP PGRI Ciruas school in Serang, located in the Banten Regency, the problem that needs to be addressed is that the student's written response to learning is still lacking, even though the KKM that students must achieve is 75. Only ten of the thirty students in the class responded to the instructor during the learning process, particularly when it came to learning how to write short stories; the other students did not respond to the instructor during the learning process. The researchers also discovered that students did not understand what their teachers meant when they were instructed to inquire about unclear aspects of learning tools. However, only three or four students were interested in asking the teacher a question; the remaining students were not interested in asking the teacher a question. When the instructor asked questions about the apparatus that most students had studied, only a select few dared to voice their opinion.

The researchers found that during the teaching and learning process, only a few students understood the material about writing short stories, and most students still found it challenging to understand the lesson. This result was since there were students who did not pay attention, as well as the students' lack of understanding regarding learning Indonesian, particularly concerning writing activities. Concise narrative When the instructor asks students about different types of writing instruments. However, they only stated that they understood the material the teacher had taught. However, when the evaluation of the students took place, there were still many students who made new writing mistakes, which caused the students' notes to be written down. In reality, however, they only stated that they understood the material the teacher had taught.

Because of this, there needs to be a solution to the problem that encourages students to become more interested in writing short stories and can help students find stories that can produce writing or work to their full potential. We have high hopes that educators can use the contextual application to enhance student learning, particularly the learning of short stories. In addition, implementing this contextual approach can also be used as an experience for students, which means that students can generate their knowledge, which can then apply in their day-to-day lives.

The learning process is typically guided by teachers using an approach known as the contextual approach. This strategy emphasizes the activities that students engage in to comprehend and learn the content presented by the instructor and then utilize this knowledge in the student's everyday lives (Hidayat, 2012). The contextual approach, also known as the Contextual Teaching and Learning approach, helps teachers better understand the learning tools that the teacher has studied, and another that offers students the opportunity to apply the learning obtained in the classroom. Both of these approaches are referred to collectively as the contextual approach.

Thus, the contextual approach emphasizes that students understand the lessons learned from school, which are linked to the lesson's natural world. Thanks to the contextual approach to learning, teachers become more creative in providing new writing lessons. The contextual approach also aims to facilitate students in understanding the equipment. With the contextual approach, the teacher will improve the ability to write short stories among students, and the contextual approach is also considered a practical approach for writing short stories.

The researchers in this study formulated the issues they will investigate with the problems presented. These problems are as follows: (1) how can one apply a contextual approach to learning Indonesian, particularly for learning to write short stories in class IX of SMP PGRI Ciruas Serang Regency? (2) What factors influence the contextual approach's application in learning short stories in class IX SMP PGRI Ciruas Serang Regency? [Ciruas Serang Regency] the objectives of this study are (1) to find the application of a contextual approach in learning short stories in class IX SMP PGRI Ciruas Serang Regency.

And (2) to find factors that influence the contextual approach by studying short stories in class IX SMP PGRI Ciruas Serang Regency.

This study also has another objective: to find the factors influencing the contextual approach by learning short stories in class IX SMP PGRI Ciruas Serang Regency.

The Writing Ability

Because of the activities associated with writing, a person will be able to express their thoughts and creativity. In this case, they will be able to produce reports such as novels, poetry, short stories, and other types of writing. These are examples of forms of expression of one's soul. One form of expression is writing. After that, the writing outcomes are directed toward the readers, each of whom has their specific aims and targets. The following is the theory that needs to be explained concerning the nature of writing:

1. An explanation of what writing is.

The act of writing imitates or depicts graphic symbols that describe the language included by a person, allowing others to read the graphic symbols provided that they understand both the language and the graphical images.

2. The Reason for Writing

According to Syafie, the purpose of writing can be broken down into the following categories (Tambipessy, 2018):

- a. Altering the beliefs of the reader.
- b. Providing the reader with increased awareness or comprehension of something.
- c. Induce a train of thought in the mind of the reader.
- d. Satisfying or amusing the needs of the reader,
- e. Instruct the audience and
- f. Inspire and provoke the readers.

3. The Many Advantages of Writing

One of the benefits of writing is the ability to think actively, which can be accomplished by echoing ideas, thoughts, and concepts. In addition, the benefits of writing include the addition of information as well as the promotion of creative thinking.

4. Qualities of Effective Writing Instruction

There are four aspects of writing skills that stand out from the rest, and those are as follows:

- a. The ability to write is complex, which means that the researcher needs to understand both what to write and how to write it to be successful.

- b. Since writing skills are often acquired through practice, the balance between theory and training should be weighted more heavily in favor of course.
 - c. Writing skills are mechanical, which means that for students to acquire writing skills such as these, they need to learn to write in a way that allows for a great deal of practice, experience, or exposure to various writing activities.
 - d. Acquiring mastery of the writing material requires practices that are either incremental or cumulative.¹²
5. Writing Learning Method
- a. The Direct Method. The direct teaching method is designed to help students develop procedural and declarative knowledge. It is well structured and can be learned step by step.
 - b. Communication Technique. All language skills must include in designs that include communicative methods. For example, writing short stories can be used as a communicative method. Students write short stories about what they do in an activity using short story principles What, Where, When, Who, Why, and How, which can abbreviate as (ADIKSIMBA).
 - c. The Integrative Method Integration is the process of combining several aspects into a single operation. Integration is divided into fields of study and intervals of study. Interdisciplinary studies are those in which several elements of the study area are integrated. Listening, for example, is combined with speaking and writing.
 - d. Thematic Approach. All components of learning materials that must understand in the thematic method are that the theme is not a goal but a tool used to achieve learning objectives.
 - e. The Constructivist Method. The constructivist method's central premise is that learning is discovery. The constructivist approach is based on cognitive learning theory. It emphasizes cooperative learning, generative learning strategies such as asking questions, conducting investigations, or discovering, and other metacognitive skills (learning how to learn).
 - f. Contextual Approach. Contextual learning is a learning concept that assists teachers in connecting subjects with real-world situations, as well as learning that encourages students to connect their knowledge and applications to their daily lives as members of families and communities.

Writing Short Stories

Effendi considers the short story to be a component of a literary work that is written in prose. One of the most common kinds of fiction is the short story, also referred to by its acronym. Short stories are published weekly in virtually all of Indonesia's print and online media. Most of the time, magazines publish one or two short stories. As if without coming up with an entirely new one.

Short Story Elements

Short stories as works of fiction are built with the same building elements. Short stories are made from two intrinsic and extrinsic parts. The following are the elements contained in the short report.

1. Theme
The theme is the central or basic idea of a story which is then built by the author using intrinsic elements such as plot, characterization, and background. The theme is the basis of the author's refusal to tell the fictional world he has created. The piece represents life's challenges in the form of issues of humanity, such as strength, compassion, and jealousy, among other things. It is unusual for themes to be stated categorically in writing (Ratna, 2017).
2. Plot
The plot is a plot, namely the author's way of weaving events in a row by paying attention to the law of cause and effect to create a unified, unified, and harmonious whole.
3. Character (characterization)
Tristan said that the character is an individual who experiences events or behavior in various circumstances. The character has specific characteristics with the role placed on him by the author (Kemal, 2018).
4. Background (Settings)
According to Kosasih, the background is the place and time of the event in history. The context serves to strengthen or strengthen the reader's belief during the story or character traits.
5. Point of View (*Point of View*)

Point of view is one of the fictional elements classified as historical means. The end of view must count in its presence and shape because the choice of perspective will affect the story's presentation. The reader's emotional reaction to fictional works will, in many ways, be influenced by the form of point of view.

6. Style

Style is the way the author uses the language. An element closely related to style is the author's emotional attitude. The style concerns the author's distinctive way of expressing the expression of his story in the short stories he writes. This style uses a language style that is unique to each author. Language style involves metaphor, personification, metonymy, and others. This style is usually used to beautify sentences (Aminudin, 2017).

7. Mandate

According to Ramdhansyah, this mandate is an impression, message, direction, and purpose to be transmitted by the contents of literary works to increase human dignity and dignity; assignments tend to be changed into sentences or hopes. In the declaration, something the author wants to transmit/underline indirectly to the mind of the reader.

Characteristics of Learning to Write

Every writing skill teacher must understand the characteristics of writing skills because accuracy in planning, implementing, and evaluating writing skills are critical. Of course, teachers cannot plan appropriate, varied, and exciting learning and evaluation activities unless they understand the characteristics of writing skills.

Writing skills have four critical characteristics: 1) Writing skill is a complex capacity. 2) Writing skills are usually learned through practice. 3) Writing abilities are mechanical. 4) Writing equipment mastery must achieve through a series of progressive or cumulative activities.

Writing skills necessitate a wide range of abilities. Simple test research requires the researcher to understand what he wants and how to write it. The first issue concerns the problem's content, while the second concerns the use of language and the test's form or structure. Learning writing skills that do not consider the abovementioned factors will inevitably result in deviations or failures.

Writing skills are more likely to be learned through practice than theory. It is not to say that writing discussions are off-limits. However, consideration of course versus approach should be more practical than theoretical. Writing abilities are mechanical. It means that mastery of writing skills must attain through practice. In other words, the more people who participate, the more quality writing activities there are in writing concerned.

Contextual Approach

This strategy can be considered our vantage point, or where we're coming from, regarding our understanding of learning. It involves a vision of learning as a process that is still very broad in scope, and it emphasizes using methods grounded in specific theoretical spheres. It can be a powerful tool in the classroom if it helps students make connections between what they're learning and their own lives. When a contextual approach is used to teach and learn, it is necessary to anticipate and address questions about the relationship between subject matter and the larger social and cultural setting.

According to Elaine B Johnson, contextual learning is a system that stimulates the brain to construct models that achieve meaning and connect academic content to the context of students' daily lives (Sutiyah, 2018). Meanwhile, according to Hadiyanta's learning, using a contextual approach to teaching and learning concepts can create a pleasant learning atmosphere and form good cooperation and mutual support between students (Sugiarto, 2013).

Contextual Learning Activities and Strategies

Contextual learning activities and strategies can demonstrate in the form of a combination of the following actions:

1. Learning that allows students to learn in a meaningful context, thereby strengthening the bond between their thoughts and the skills they need to solve significant problems in their lives, It is called authentic learning (authentic instruction).

2. *Inquiry-based learning* (also known as *just inquiry-based learning*) is a method of teaching that involves interpreting different learning strategies using scientific methods to achieve meaningful learning.
3. *Problem-based learning* (*problem-based learning*) is a learning approach that uses problems that exist in the real world or around it as a context for students to learn critical problem-solving skills and acquire the main concepts of a subject.
4. *Service learning* (*service learning*), which is a learning method that combines community services with school structures to reflect services, emphasizes the relationship between experienced services and academic education in schools.
5. *Work-based learning*, also known simply as *work-based learning*, is a method of education that uses the workplace context and discusses the application of subject-matter concepts in the field.

METHOD

Types of research

The research approach is qualitative, making it a descriptive study with an analytical bent. Therefore, non-numerical sources such as interviews, field notes, personal notes, and official documents use instead. Therefore, this qualitative study aims to provide a detailed account of what goes down during the instructional process. Therefore, quality research has value as a descriptive search and often employs an inductive analysis method. Furthermore, qualitative research investigates mundane aspects of daily life by focusing on meaning, reasoning, and defining specific situations (within specific contexts) (Rukin, 2019).

The setting, Subject, and Research Time

The location of the research, also known as the research setting, was at SMP PGRI Ciruas, in Serang Regency, Banten. This research carries out at this location. This study is scheduled to be carried out in February 2022.

A respondent responds to the treatment given to him, and the term refers to the person being studied. An Infoman, for example, provides information about data that is excellent research related to current research.

According to the previous explanation, it is possible that research subjects can take the form of objects, people, or places intended to be observed, and this can be the case in the form of research. Students in the ninth grade at SMP PGRI Cirus Serang Regency recruit for participation in this study. Although the informants in this study were Indonesian language teachers who worked in the classroom, specifically Mrs. Atun, S.Pd., the research was conducted in Indonesia.

Data source

Sources of data used in qualitative research are:

1. Sources obtained directly from the field or research sites, such as the actions of people who are observed or interviewed, are the primary data sources. This source was taken through written records with the help of observation sheets, using a list of questions, or by interviewing. Research with this data is to obtain information about applying a contextual approach in developing the ability to write short stories in students at SMP PGRI Ciruas, Serang Banten Regency, Serang Banten Regency. This research uses interviews with Indonesian language teachers in class IX and other class language teachers and students in conducting observations.
2. Secondary sources are data from reading sources and various other sources consisting of notes, diaries, personal letters, and official documents. Secondary data can be bulletins, surveys, and so on. This study uses a secondary source as a Lesson Planning Plan (RPP) to strengthen the findings and complement the primary sources that have been carried out through direct interviews with resource persons at SMP PGRI Ciruas, Serang Regency, Banten, Empat Lawang Regency.

Data collection technique

At the data collection stage, the activity that the researcher must carry out is to collect data from several data sources to find information related to the data. The data collection locations in this study

were carried out using observation, interviews, and questionnaires. Therefore, the instruments in this study were observation, interview guidelines or questionnaires, and documentation.

1. Observation Method

The observation method in this study was carried out with the help of an observation sheet instrument to obtain data about teachers in applying a contextual approach to learning to write short stories.

2. Interview Method

The method of collecting data by interview is done by asking questions to the respondents. Interviews are a method to obtain information through social interaction between researchers and those being studied (Fandi Rosi Sarwo Edi, 2016).

3. Documentation

The documentation of this research was taken using a cellphone camera results in the form of photos and videos during the learning process. Documentation in the form of photographs aims to support the study's results more convincingly. However, there are other documents in the new student writing results format.

Data Analysis Technique

In the data analysis process, an effort is made to locate and methodically organize recordings of observations, interviews, and other data types to improve the researchers' understanding of the cases studied and to present the findings to others (Rijali, 2018). The method of data analysis utilized in this investigation was the qualitative analysis that researchers typically use. This analysis consisted of the following steps: data collection, data reduction, data presentation, and the final step was concluding.

RESULTS AND DISCUSSION

The study presents findings from an investigation into using a contextual approach in teaching ninth graders at SMP PGRI Ciruas Serang Regency to write short stories. The sample size for the study was 31 students. Indonesian language teachers and their students are observed throughout this research.

1. Implementation of Learning Indonesian Writing Short Stories

a. Lesson Planning

Before the teaching begins, the instructor should prepare a plan for implementing learning (also known as an RPP). The RPP's primary objective is to guarantee that the learning implementation process is carried out in an orderly fashion. As part of implementing activities in the learning process, it is attempted to determine the various activities that will carry out in the classroom in regards to efforts that are aimed at achieving the objectives of the learning process that have been set in the learning work. The action here is a component of the learning process's implementation activities.

A program to implement programs and learning (RPP) is part of the planning process for the learning process. This program includes the identity of the material, basic skills (KI), basic skills (KD), indicators of successful skill use, learning objectives, assessing learning outcomes, and learning resources. When planning, such as for study tools or classes, it is vital to consider various factors, including the students' mental states, because the planning will be useless if the students are not prepared to learn the material.

The observations made by the researchers support the data. The researchers knew the lesson plans before the teacher taught; this was shown when the researchers came to SMP PGRI Ciruas Serang Regency. The teacher opened the teaching equipment, which contained learning, and the researcher observed the lesson plan, especially the stages prepared by the teacher before carrying out the teaching and learning process in the classroom Class. The planning steps designed by the teacher are 1) The students are divided into groups according to the number of students. 2) Each group is responsible for reading short stories for about 15 minutes. 3) Each representative group appears to tell the short story that has been read. 4) The teacher influences the students to write short stories according to the actual experiences or real experiences they have experienced.

Teachers at SMP PGRI Ciruas Serang Regency, as evidenced by interviews and observations of existing lesson plans, believe that preparing or planning lesson plans carefully adapted to the mental condition of the conditions is the first step in learning to use the contextual approach to teaching.

So that when the teaching and learning process in the classroom, students can be happy, not bored, and make learning more significant. Thus, student learning outcomes are enhanced when students actively engage in the learning process, as they more readily grasp the concepts presented by the instructor.

b. Implementation of Learning in Class

The contextual approach has significance as a learning concept that is very useful for teachers in the learning process because it connects the material with the actual situation of students and encourages students to build connections between the knowledge they have and its application in their lives. The contextual approach has meaning as a learning concept that has significance as a learning concept that is very useful for teachers in the learning process that connects the material with the actual situation.

The research shows that to implement the behaviorist contextual learning model in the classroom, and the teacher has implemented the following strategies:

1) Initial activity

The initial activities carried out by the teacher are (1) the beginning of the activity by saying greetings, (2) the teacher checking the presence of students and filling out newspaper books, and (3) the teacher transmitting the basic skills and learning objectives, (4) The transmission of skills that must achieve and the benefits will be helpful to in life, (5) sending material plans regarding the activities that students will carry out.

The activities can be evidenced by the results of the researchers' observations when the initial learning process was started by the Indonesian language teacher at the Class IX Middle School PGRI Ciruas in Serang Regency.

We are conducting an introduction before starting to learn by saying greetings, asking students, asking for student attendance, and discussing a bit of the previous equipment and links to equipment to be delivered.

2) Core activities

In this primary activity, the teacher carries out activities by forming KI KD to implement learning. It will include sending information about learning equipment or materials that students will achieve to solve problems they will face together. This research has two meetings in learning the new using a contextual approach. The explanation is as follows:

The first meeting

Get a better grasp of short stories and the context in which they were written in just 40 minutes. Before the first class, the teacher prayed with the class leader and then, without the students present, went on to provide motivation, learning outcomes, and an explanation of the upcoming material. This activity allows students to find (survey) each problem to be solved if they have not been able to understand the material about writing short stories that the teacher will explain. Hence, they have to ask many questions. Finally, the teacher continues with the fundamental activities from the first meeting, namely the emergence of constructivism (Learning Community). Students in this learning environment typically work in small groups that the teacher has prepared. This justification prompts the educator to consider the criteria by which they evaluate their students' progress in constructing their knowledge (reflection). The educator must have certainty that the students are doing a good job or monitoring the learning process, as the educator provides an evaluation (authentic evaluation) regarding the image of the development of student learning.

Second meeting

The second implementation was complete; the second meeting was nearly identical to the first; the only difference was when sending the teacher's equipment to deepen further the equipment that would send to students. In the constructivist (counter-control) model of education, the teacher plays the role of an installation, providing students with meaningful learning and insight. In addition, the instructor provides an opportunity for students to conduct their research (surveys), requiring them to use both creative and organized thought processes to produce their findings rather than merely repeating the results of others. But if the teacher

hands out materials or assigns homework, students can always ask questions; if they still don't get it, they'll come back to the teacher until they do. In addition, during instruction, the instructor typically encourages their students to band together into a study group (learning community) that serves as a vehicle for disseminating newly acquired knowledge acquired through the instructor's own exemplary teaching (modeling). As a final step in the learning process, the instructor will (contemplate) previously acquired knowledge to determine what students already know and what they still need to learn. After class, students are given homework to complete at home so that their instructor can provide an accurate evaluation of their progress (authentic evaluation).

From here, we can see where the teacher applies a contextual approach to learning. It can be seen where the teacher uses the seven components of the contextual system as follows:

- **Constructivism (*Contrutivism*)**
In constructivism, all knowledge is not directly given to students but is applied themselves with the active participation of students to participate in classroom learning. In this activity, students gradually build their knowledge by following the steps designed by the teacher. For example, it can be seen when the teacher gives examples of short stories to students; students then have to observe how to write well and correctly to develop the knowledge to be more active in monitoring learning.
- **Inquiry**
In the survey scene, students are more invited by the teacher to find tools taught by the teacher and comply with the learning prepared by the teacher. This statement highlights the observation result when the teacher influences the students to read short stories, so the teacher tells the students to write many stories.
- **Ask**
When the learning process occurs, the teacher does not send information, but the teacher's students develop their knowledge to find answers. This process will be a student activity to participate in classroom learning, and students will freely express their opinions. Usually, teachers still ask questions about short story equipment, which are then written according to their experiences.
- **Learning Society**
The teacher divides the students into groups by applying the community to learn to write short stories. It did so that students could share and exchange possible knowledge. It can be proven by the observations where the teacher divides several groups in which the teacher asks each student to make a new one based on a personal experience that he has lived.
- **Modeling**
In this modeling concept, the teacher's work involves giving students examples. In this activity, the teacher asks students to understand the material presented by the teacher, and the teacher tells students to read short stories in the library. It is emphasized that the teacher relates to the students as they read the short story, rather than simply telling them to read it. For example, the teacher asked the students about the short story they read after reading the short story. Next, the teacher asked one of the students to manifest himself and write a paragraph about the short story in a new document he had read. Then the teacher asked the students to write a short story about their personal experiences.
- **Reflection**
The activity at this reflection stage is that the teacher asks students to complement each other's knowledge by asking each other questions that are obtained so that it becomes complex new knowledge. In this stage of the reflection activity, the teacher's task is to provide students with the ability to discover the extent of knowledge that has been achieved. It can be proven by the results of observations where the teacher asks students what information they get from reading the short story. In this case, the teacher does it with a relaxed class condition, not monotonous. This activity is so that students can acquire new knowledge.
- **Real Rating**

This stage is the main characteristic of the evaluation of the contextual approach. When the teacher provides an assessment of student knowledge, the teacher's task is also to evaluate the emotional and psychomotor aspects, which will balance.

3) End activities

The last activity is intended to assess the student's knowledge development level during the learning process. In this activity, the teacher's task is to invite students to conclude the lessons they have learned, and the teacher gives assignments to students; then, the teacher closes the study by saying closing greetings.

This study was highlighted by the researchers' observations where the teacher gave homework to students to do at home so that the next meeting discussed them. The next step is that the teacher concludes with students related to the equipment that has been studied. Then the teacher said closing greetings.

c. Learning Evaluation/Assessment

This evaluation or evaluation occupies an important place in the teaching and learning process because with this teaching evaluation, the success of teaching will determine, and the results will analyze to determine whether or not students have mastered the basic skills.

2. Factors Affecting Contextual Approaches in Learning to Write Short Stories

The factors that influence this approach are supporting elements. Supporting elements have meaning and valuable and encouraging aspects. The factors that support Indonesian learning using a contextual approach to news writing are as follows:

1) Teacher

The teacher's skills or ability to understand strategies and methods used in the learning process will significantly affect the success of implementing a contextual approach. In addition, the power of teachers to create a classroom atmosphere so as not to be monotonous with the intention that students are not bored to follow the classroom learning process.

2) Adequate Facilities and Infrastructure

SMP PGRI Ciruas Serang Regency has adequate facilities and infrastructure: a learning park and a library.

3) Student

This situation can be seen when teachers for students are very enthusiastic about participating in learning where students are always active in teaching and learning activities. These factors include students' attention to emerging, which is led by curiosity.

CONCLUSION

The contextual approach is hugely influential. Studying the social processes associated with the reflection process is the key to solving any issues that arise in the classroom. The outcomes of the request can demonstrate through upkeep and monitoring throughout the learning process. The use of a contextual approach in reporting the news happens effectively. However, there are still some components whose implementation does not comply with what has been provided in the lesson plans. These components include the utilization of learning resources, as well as learning media and tools, as well as applied learning models.

Students are the most critical contributor to the success of the contextual approach to news reporting, but school infrastructure and facilities also play a role.

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