

EFFORTS TO IMPROVE THE LEARNING RESULTS OF INDONESIAN LANGUAGE SPO WRITING MATERIALS THROUGH THE CONTEXTUAL TEACHING AND LEARNING MODEL IN GRADE II STUDENTS OF SD NEGERI MUARA KATI LAMA

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Publish date: xx December 2024

Abstract: This research aims to determine the completeness of Indonesian language learning outcomes. Increasing Indonesian Language Learning Outcomes for SPO Writing Material through the Contextual Teaching and Learning Model in Class II Students at SD N Muara Kati Lama. The type of research is Classroom Action Research (PTK) with 14 class II students as subjects, consisting of 7 boys and 7 girls. Data was collected through tests, observation and documentation, and analyzed descriptively qualitatively and descriptively quantitatively. This research consists of three cycles with planning, implementation, observation and reflection stages. The results show that Indonesian language learning outcomes have increased. In conclusion, Indonesian Language Learning Outcomes: Efforts to Improve Indonesian Language Learning Outcomes for SPO Writing Material through the Contextual Teaching and Learning Model have increased and are an effective alternative for improving student learning outcomes.

Keywords: CTL, Learning Results, Indonesian.

INTRODUCTION (Font: Times New Roman 14)

Education is one of the needs that must be met in social and national life. The government has designed education as an instrument to shape the Indonesian nation and state to be better. It is stated in the National Education System Law No. 20 of 2003 Article 3 which states that:

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Muhammad, 2016:4).

In the educational process in Elementary School, various kinds of knowledge will be studied which are divided into subjects, including: Religion, Civics, Language, Mathematics, Natural Sciences, Social Sciences, Arts, Sports, and various other fields of science that are expected to support students to prepare themselves in facing life in the future. Each of these subjects is given through conditions and situations that have been planned in the learning process.

Indonesian language at the time of implementation, of course, there are still many problems faced by students. According to (Haryemi, 2023) the problems faced by students in learning Indonesian in grade I are students who lack mastery of vocabulary because students do not use Indonesian in the school environment, inadequate learning facilities, and lack of student activeness in class. These problems must be resolved because it will be an obstacle when the students move up the grade but the students' vocabulary mastery is lacking and how to overcome inadequate learning facilities and how to improve the learning outcomes of Indonesian language material writing SPO.

SPO stands for Subject-Predicate-Object, which is a sentence pattern used to construct a sentence. In this SPO sentence pattern, the subject (subject) acts as the doer, the verb (predicate) refers to the action, and the object (object) is the recipient of the action.

Based on the existing problems, it is necessary to make changes and variations in carrying out learning activities such as teaching teachers using learning models. Learning models that are able to develop the potential and imagination of students. Yanti, et al (2022) stated that in the teaching and learning process there is still a one-way teaching that the teacher is the only source of knowledge. Seeing these problems, there needs to be a learning model that can fix these problems. The application of Contextual Teaching and Learning is a learning model that encourages teachers to connect the material taught with the real world situation of students. In addition, it is able to attract students' interest and sympathy in the teaching and learning process so that students are active during the learning process and understand the material presented by the teacher. Contextual Teaching and Learning model produces more active and creative

student learning in understanding a problem in learning so that Indonesian language learning becomes effective and efficient (Murtono, 2017: 16).

METHODOLOGY

This research is a Classroom Action Research (PTK) which aims to improve Indonesian learning outcomes on the material of writing sentences patterned Subject-Predicate-Object (SPO) through the application of the Contextual Teaching and Learning (CTL) model. The approach used is a qualitative approach with quantitative data support, which is focused on improving the process and results of learning in the classroom.

Research Subject

The subjects in this study were all grade II students of SDN Muara Kati Lama totaling 14 students consisting of 7 male students and 7 other female students.

Data Collecting

The research instruments used to collect data in this study are observation, tests and documentation.

Data Analysis

The data analysis technique used is by comparing the results of pre-action research, cycle I research results, cycle II research results. The success of the action can be seen from the increase in student activity and learning outcomes. Student activeness is observed with a student activity observation sheet, scoring on the observation sheet by determining the percentage of activeness of each student.

RESEARCH RESULT

This study aims to improve the ability of grade 2 elementary school students in writing simple sentences with Subject-Predicate-Object (SPO) patterns through the Contextual Teaching and Learning (CTL) method.

The results of the research before the application of the CTL method showed that students' ability to write SPO sentences was still low. Based on the results of the initial test calculation, the recapitulation of the initial test results can be seen in table 1.

TABLE 1. initial test recapitulation

No.	Category	Description
1.	Average student score	55
2.	Number of completed students	4 (28,57%)
3.	Number of unfinished students	10 (71,43%)

In cycle I, learning using the CTL method began to be implemented. The teacher provided material by linking the concept of SPO sentences to everyday situations. The results can be seen in table 2 below:

TABLE 2. Cycle 1

No.	Category Description	Description
1.	Average student score	65
2.	Number of completed students	8 (57,14%)
3.	Number of unfinished students	6 (42,86%)

In cycle II, the CTL model was improved by providing more exercises and using visual media such as pictures of daily activities. The results can be seen in table 2 below:

TABLE 3. Cycle 2

No.	Category Description	Description
1.	Average student score	80
2.	Number of completed students	12 (85,71%)
3.	Number of unfinished students	2 (14,29%)

DISCUSSION

Based on the results obtained in cycle 1, it can be seen that no student scored more than 70. The overall average student score was 65, where most students had difficulty in composing SPO sentences. Then the researcher invites students to understand the concept of SPO through direct experience, such as describing situations and using media images of daily activities. Then the researcher gave a post-test to students, then after that it was known that students' answers were better results, so that the average student learning outcomes increased. After conducting the post-test, the researcher gave motivation to continue to be active in learning, after which the researcher closed the lesson. In cycle I, students began to actively ask questions and discuss. In cycle II, almost all students were involved in the learning process, showing a better understanding of the material. Using the CTL method helps students understand the material contextually, making it easier to remember and apply. This approach also increases students' motivation as the material is linked to their daily experiences.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that there is an increase in the average score of students from 55 in the pre-cycle to 80 in cycle II,

with the percentage of learning completeness increasing from 28.57% in the pre-cycle to 85.71% in cycle II. After applying the Contextual Teaching and Learning (CTL) method, the post-test score increased by 12 students out of 14 students with an average score of 85.

The CTL method is able to increase student learning activities, build self-confidence, and make learning more interesting and relevant to everyday life. So that after applying the Contextual Teaching and Learning (CTL) method can improve student learning outcomes in learning SPO sentences in grade 2 SD.

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