

## IMPROVING STUDENT'S LEARNING OUTCOMES USING THE CONTEXTUAL LEARNING MODEL ON LISTENING COMPETENCY IN INDONESIAN LESSONS

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### Abstrak

This study applies a contextual learning model in order to improve learning outcomes in listening to learning so that students have perfect Indonesian language skills, learning learning concepts that help teachers relate the Indonesian language material they teach to real environmental situations and encourage students to make connections between language knowledge that they teach. possessed by the application of language in everyday life

Classroom action research activities were carried out for three cycles. The learning outcomes obtained from the researchers in the first cycle were with an average of 58% (less) or only 24 students who completed or 59% while 41% or as many as 15 students were still incomplete and scored below the KKM (75). Then in the second cycle the average increased by obtaining 73% or students completed as many as 30 students or 73%. Then in the third cycle there was a significant increase, namely the average obtained was 94% or as many as 39 students who scored above the KKM (75). In addition, the activity of class XI students of the Department of Administration 2 during learning activities by applying contextual learning experienced an increase in listening material, in the first cycle it reached 57.5%, the second cycle increased to 72.86% and in the third cycle it increased again to 93.62 % with very good category. This indicates that the student's response to contextual learning is included in the interested category.

**Keywords:** Learning Outcomes, Contextual Learning



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### Introduction

Indonesian language learning in vocational high schools is directed so that students are skilled at communicating both orally and in writing. This is adjusted to the main function of language, namely as a tool to communicate. (Tarigan, 1994:18). Communication activities are activities that are mostly carried out in daily life, both interpersonal and inter-group communication. The purpose of communicating can be achieved if we use language with a good order and have adequate language skills. In relation to the use of language in communication, there are four categories of language skills, namely: (1) listening, (2) speaking, (3) reading, and (4) writing.

Listening is the process of capturing messages or ideas presented through speech. Listening skills are the basic skills in oral communication. If a person's ability to listen is lacking, it is certain that he cannot express the topic he has heard well. In learning Indonesian, there is one competency that must be achieved by students, namely finding the main points of the news (what, who, why, where, when and how) heard or watched on radio/TV. This indicates that learning to listen to the news is one of the important lessons to be implemented.

The importance of learning to listen to the news at school is that it can train students' thinking power on the things they have listened to. The higher the memory of students in listening, the higher the intelligence of students. As is the case with learning materials for listening to television news, to

find out information from news students do not just watch the news on television, but students also have to listen carefully to all the information that has been reported. Full concentration in listening to news texts is the main thing in listening. It is evident that students who listen to the information carefully and with full concentration will get complete information, but on the other hand, students who do not listen to the information carefully will not get complete information.

Listening is one of the four important language skills. Listening skills must be mastered first compared to other language skills. Listening activities can be seen from everyday life which is faced with various listening activities, for example in dialogue between family members, conversations between friends and educational activities at school (Tarigan, 1994). :2).

The low listening skill of students is caused by several factors including: 1) the attitude of students who demean listening skills, 2) the physical condition of students who are tired when learning Indonesian at the last lesson, and 3) the large number of students also affects the learning atmosphere to be not conducive. 4) lack of interaction between teachers and students in classroom learning. Another factor that causes listening lessons has not been carried out well, namely the factor of teachers who use listening learning strategies that are not varied and tend to lecture (expository) so that teachers need to change learning strategies that are more creative and innovative. The teacher has not been maximal in providing listening subject matter. In addition, the existing facilities in schools are also inadequate, such as: 1) the situation of the room for listening activities is too narrow, 2) the software is still lacking, 3) the material for listening is limited (Hermawan. H, 2012:31).

Students' interest in learning should receive attention before starting learning so that a teacher can determine the right learning strategy for each student. The suitability of the learning strategies used for students, both those with high interest in learning and those with low interest in learning, are expected to create good learning outcomes. In learning in order to obtain good learning outcomes there must be interest. If interest in learning is high, learning activities also tend to increase in the sense that students are active and really learn to achieve goals, because goals are a necessity for them. If the learning strategy used is in accordance with the listening material, there will be interaction between the teacher and students. The success or failure of a teaching and learning process will be seen from student learning outcomes, this is in line with the opinion of Djamarah and Zain (Siswanto, 2016: 114) who say that every teaching and learning process always produces learning outcomes. Learning outcomes according to Gagne & Briggs (Suprihatiningrum, 2016: 37) are the abilities possessed by students as a result of learning actions and can be observed through students' performances (learner's performance). The low learning outcomes of students are influenced by learning models, methods and approaches used by teachers in delivering learning materials. The learning model is still very traditional where students only receive passive learning and the learning does not pay attention to the student's learning experience.

a strategy or selection of learning methods is needed that suits the needs of students so that students' ability to listen to information or news can be more optimal. One way that can be done is to use a contextual approach. This approach is considered appropriate and able to improve student learning outcomes in learning Indonesian, especially listening activities. These efforts are expected to develop the potential of students in listening to information optimally.

The contextual approach (Contextual Teaching and Learning) is one of the learning strategies developed with the aim of making learning run productively and meaningfully for students. Contextual approach as active learning and provides learning opportunities for students who use academic skills to solve problems in everyday life (Depdiknas, 2002:15).

The contextual approach has seven main principles or components, namely constructivism (Constructivism), finding (Inquiry), asking (Questioning), learning community (Learning Community), modeling (Modeling), reflection (Reflection), the actual assessment (Authentic Assessment). A class is said to use a contextual approach, if it applies the seven principles or components in learning. Contextual learning is a teaching model designed to develop problem-solving skills in everyday life

(Hosnan, 2014). The teacher brings the real world into the classroom and encourages students to make connections between the knowledge they have and their application in everyday life. Hudson & Whisler, (2013) explain that contextual learning is an active learning design that provides a way to introduce learning content with variations of active learning to help children with their learning world. According to Suryawati, Osman, & Meerah, (2013) argue that the contextual learning learning model has seven main components, namely: constructivism, discovery, questioning, community learning, modeling, reflection, and authentic assessment. (Wuryanto, 2016)

Ratumanan (Marina & Indah, 2018) suggests that the contextual approach is an approach that emphasizes the full involvement of students to be able to find the material being studied and relate it to real-life situations so as to encourage students to be able to find the material being studied and relate it to their life situations. The contextual approach views that learning is not memorizing, but learning is a process of experience in real life. Teaching using a contextual approach encourages children to be able to find meaning from learning by connecting the material studied with real-life situations, so that the knowledge gained will be firmly embedded in their memory, in line with Trianto's opinion (Panjaitan, 2016) contextual approach is a learning concept that helps teachers relate the material taught to real situations and encourage students in their daily lives as family and community members. Suherman (Arifin, 2016: 144) states that the Contextual Teaching and Learning approach is a learning concept to help educators relate the material taught to students' real-world situations and encourage them to make connections between the knowledge they already have and apply it in their lives. With this concept, the learning process takes place naturally in the form of student activities working and experiencing, not transferring knowledge from educators to students. So it is expected that learning outcomes are expected to be more meaningful for students

The use of contextual learning in listening activities will actually provide an alternative in teaching students, because in contextual learning students will learn the process of listening to information directly through the context of their lives and will find a truth in learning. This is in accordance with the principles of constructivism, while inquiry activities students will learn to seek and find answers to an existing problem. In addition, students will be actively involved and have the opportunity to exchange ideas and opinions with friends or teachers, students can also apply their knowledge by giving an assessment of their friends' work, thus learning will be more meaningful and fun for students

## **METHODOLOGY**

The research design used in this research is classroom action research (CAR). In this study, researchers used two data collection techniques, namely test techniques and non-test techniques. Data analysis conducted in this classroom action research is using qualitative descriptive data analysis. Data analysis in qualitative research is carried out at the time of data collection. Observational data were analyzed using descriptive analysis, namely by exposure (description) of data/information about a symptom observed in the learning process, implementation of the learning process, and the success rate of implementing contextual learning as it is in the form of narrative and table exposure. The initial situation is known from the results of observations in the classroom before applying contextual learning. From the initial situation, the target is then determined what percentage of the success rate to be achieved. The target set by the researcher is an increase of at least 50% from the initial situation. The measurement of learning outcomes is carried out by holding tests after learning with the application of contextual learning. If student scores get better, it means that student learning outcomes increase.

Results and Discussion

Learning to Listen in Pre-Cycle

When learning takes place, the teacher does not provide opportunities for students, so students are less active in learning. The teacher also does not guide students during assignments, this causes students not to be enthusiastic in doing assignments, some students even joke with friends and some are silent. After completing the assignment, students are asked to collect the results of their work to the teacher to be corrected and assessed without involving students, so that students do not know their mistakes and shortcomings in listening to the news. Such conditions cause students to feel bored and less interested in learning, which ultimately has an impact on the low learning outcomes of students in Indonesian language subjects, especially listening competence.

From the results of the scores of students who did not achieve mastery learning outcomes on the material listening to information were more than the scores of students who achieved mastery learning outcomes. Students who did not achieve complete learning outcomes were 20 students (77%). Meanwhile, 19 students (23%). Based on the guidelines for student learning completeness used in SMK Negeri 4 Jember, students are said to be complete if student learning outcomes are 75% individually, and reach 80% classically.

Based on the statement above, the learning outcomes of students' listening competence have not yet achieved mastery of learning, so it is necessary to make improvements, namely by increasing student learning outcomes by applying a contextual approach in learning Indonesian, especially listening competence.

## 1. Learning Cycle I

### a. Planning

Cycle I is the initial act of learning to listen with the application of contextual learning. Cycle I research. The action plans carried out are as follows:

1. Diagnosing students' difficulties in understanding listening learning with a contextual approach
2. discussions with fellow teachers in the preparation of learning approaches and lesson plans.
3. formulate alternative actions to be carried out in an effort to improve students' listening skills
4. make lesson plans with contextual learning strategies. This plan is intended as a guide for teachers in the learning process.
5. develop research instruments for the preparation of Classroom Action Research.
6. prepare evaluation tools to measure student achievement.

### a. Tindakan

This action is adjusted to the lesson plan that has been prepared. The implementation of the actions in the first cycle includes apperception, learning process and evaluation. This action was taken by the teacher as an effort to improve listening skills in class XI Administration Department 2 SMK Negeri 4 Jember,:

- a. The teacher conditions the students to be ready to follow the lesson,
- b. The teacher starts learning by conveying the learning objectives to be achieved and performs apperception by asking several questions about various communication tools
- c. The teacher divides the students into 5 groups, each group consisting of 8 people.
- d. Students listen to recordings of reading radio or television news
- e. Students record the main content of the news
- f. Students make questions about the content of the news
- g. Students answer questions posed by other groups
- h. Students re-express the contents of the news in writing
- i. The teacher provides input about the shortcomings that still exist
- j. Students and teachers conclude how to effectively listen to the news

Observations were made during the learning process. Observations were carried out at the same time to determine student learning outcomes and student behavior during the learning process.

Observation of the process is carried out during the activity of giving the action which includes observing the learning process carried out by the teacher/researcher, as well as the activity of students during learning.

In this first cycle, based on the researcher's notes, students were still lacking in expressing the content of the news that was connected in daily life through the application of contextual learning. However, in the first cycle, there has been an increase in both cooperation and courage in expressing opinions in groups. It can be seen that the students' scores have increased compared to the pre-cycle. There were 15 students (41%). While students who achieve complete learning as many as 24 students (59%). The average obtained in the first cycle is 58%, still far from the expected completeness criteria, which is 75%.

b. Refleksi

In general, the results of reflection in the first cycle of students with teacher guidance found several shortcomings from the learning activities carried out both in pre-listening, listening, and post-listening activities. The teacher also helps students to find various knowledge that has been obtained during the learning activities, such as students who do not understand listening properly, and how to properly and correctly record the important points of the news. In addition, students are also guided by teachers to re-learn the knowledge that has been received, and find the benefits of the learning that has been done.

From some of the shortcomings that have been found in the first cycle, the teacher will develop the knowledge that has been obtained during the learning activities of the first cycle. Therefore, the teacher or researcher decides to continue the learning activities to the next cycle, namely carrying out the second cycle as an effort to improve from the first cycle.

## **Siklus II**

a. Planning

Cycle II is an effort to improve listening learning which involves implementation matters that are not yet fully perfected through the application of contextual learning. The action plans carried out are as follows

1. Diagnosing students' difficulties in understanding listening learning with a contextual approach
2. to formulate alternative actions to be implemented as an effort to improve students' listening skills
3. make lesson plans with contextual learning strategies. This plan is intended as a guide for teachers in the learning process.
4. compiling listening competency research instruments
5. prepare evaluation tools to measure student achievement.

b. Action

This action is adjusted to the lesson plan that has been prepared. The implementation of actions in cycle II includes apperception, learning process and evaluation. This action was taken by the teacher as an effort to improve listening skills in class XI Administration Department 2 SMK Negeri 4 Jember:

1. The teacher conditions the students to be ready to follow the lesson,
2. The teacher starts learning by conveying the learning objectives to be achieved and performs apperception by asking several questions about various communication tools
3. The teacher improves the material for listening to news or information
4. The teacher divides the students into 5 groups, each group consisting of 8 people.
5. Students listen to recordings of reading radio or television news
6. Students record the main content of the news
7. Students make questions about the content of the news

8. Students answer questions posed by other groups
9. Students re-express the contents of the news in writing
10. The teacher provides input about the shortcomings that still exist
11. Students and teachers conclude how to effectively listen to the news

c. Observasi

Observations were made during the learning process. Observations were carried out at the same time to determine student learning outcomes and student behavior during the learning process. Observation of the process is carried out during the activity of giving the action which includes observing the learning process carried out by the teacher/researcher, as well as the activity of students during learning.

In this second cycle, based on the researcher's notes, students were still lacking in expressing the content of the news that was connected in daily life through the application of contextual learning. But in cycle II, there has been an increase in both cooperation and courage in expressing opinions in groups and being able to re-express in writing the contents or important points of the news or information. It was found that students' scores had increased compared to cycle I. Students who did not achieve complete learning outcomes were 9 students (27%). Meanwhile, students who achieved complete learning were 30 students (73%). The average obtained in the second cycle is 74%

d. Refleksi

Reflection was also carried out in cycle II, with the aim that students better understand what they have learned and can apply it in students' daily lives. The reflection carried out is also not much different from the reflection carried out in cycle I, it's just that the teacher focuses more on activities to reveal the essence of the news or information. In addition, students also found the benefits that had been obtained from the learning that had been carried out, such as students being able to record listening activities properly and correctly, students also gaining new knowledge in listening. However, students need to be encouraged to convey ideas in their own words.

From some of the shortcomings that have been found in the second cycle, the teacher will develop the knowledge that has been obtained during the second cycle of learning activities. Therefore, the teacher or researcher decides to continue learning activities to the next cycle, namely carrying out cycle III as an effort to improve from cycle II.

### **Siklus III**

a. Perencanaan

Cycle III is an effort to improve listening learning which involves implementation matters that are not yet fully perfected through the application of contextual learning. Cycle III research was carried out on Monday, November 19 2018. The action plans carried out were as follows:

1. Diagnosing students' difficulties in understanding listening learning with a contextual approach
2. to formulate alternative actions to be implemented as an effort to improve students' listening skills
3. make lesson plans with contextual learning strategies. This plan is intended as a guide for teachers in the learning process.
4. compiling listening competency research instruments
5. prepare evaluation tools to measure student achievement

Action

This action is adjusted to the lesson plan that has been prepared. The implementation of actions in cycle III includes apperception, learning process and evaluation. This action was taken by the teacher as an effort to improve listening skills in class XI Administration Department 2 SMK Negeri 4 Jember, namely:

1. The teacher conditions the students to be ready to follow the lesson,



2. The teacher starts learning by conveying the learning objectives to be achieved and performs apperception by asking several questions about various communication tools
3. The teacher improves the material for listening to news or information
4. The teacher divides the students into 5 groups, each group consisting of 8 people.
5. Students listen to recordings of reading radio or television news
6. Students record the main content of the news
7. Students make questions about the content of the news
8. Students answer questions posed by other groups
9. Students re-express the contents of the news in writing
10. The teacher provides input on the shortcomings that still exist
11. Students and teachers conclude how to effectively listen to the news

Observations were made during the learning process. Observations were carried out at the same time to determine student learning outcomes and student behavior during the learning process. Observation of the process is carried out during the activity of giving the action which includes observing the learning process carried out by the teacher/researcher, as well as the activity of students during learning.

In this third cycle, based on the researcher's notes, students were still lacking in expressing the content of the news that was connected in daily life through the application of contextual learning. But in cycle III, there has been an increase in both cooperation and courage in expressing opinions in groups and being able to re-express in writing the contents or important points of the news or information. It was found that the students' scores had increased significantly than the second cycle. Students who do not achieve complete learning outcomes are 0 students (0%). While the students who achieved complete learning were 39 students (100%). The average obtained in the third cycle is 94%.

#### d. Refleksi

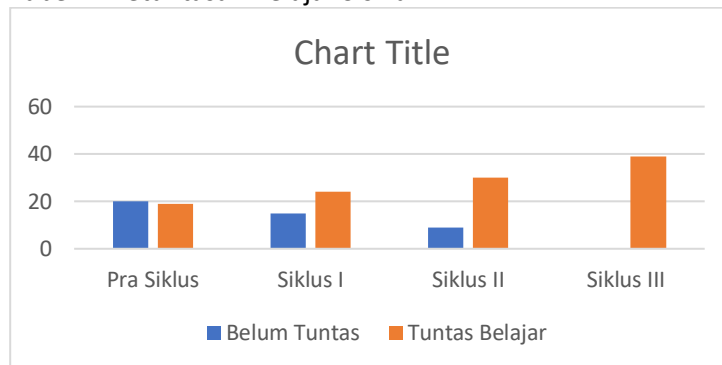
Reflection is also carried out in cycle III, with the aim that students better understand what they have learned and can apply it in students' daily lives. The reflection carried out is also not much different from the reflection carried out in cycle II, it's just that the teacher is more focused on activities to reveal the essence of the news or information. In addition, students also found the benefits that had been obtained from the learning that had been carried out, such as students being able to record listening activities properly and correctly, students also gaining new knowledge in listening.

Student test results in cycle III have increased from cycle II and have reached the expected classical average value. So that the third cycle is said to have succeeded in meeting the expected completeness criteria.

## Discussion

Learning outcomes are abilities that students have after receiving their learning experiences. Learning outcomes are used by teachers to be used as a measure or criteria in achieving an educational goal. This can be achieved if students already understand learning accompanied by changes in behavior for the better. From this contextual learning process, it is able to improve Indonesian language learning outcomes in class XI students of the Department of Administration 2. It is evident from the increase in students' evaluation scores after learning to apply contextual.

Tabel 1. Ketuntasan Belajar Siswa



During the pre-cycle listening activity in class XI Department of Administration 2 at SMK Negeri 4 Jember, the researchers found several problems which indicated that students were less enthusiastic about participating in learning. Many students do not take lessons seriously and do not concentrate on learning. They are still talking alone with their friends, feeling bored and bored in listening activities, sleepy, daydreaming, and some students have their eyes fixed on the outside of the classroom. Students find it difficult to uncover the contents of the news. This is evidenced by the average grade of 39. This average score has not yet reached the KKM, which is 75.

In this first cycle, based on the researcher's notes, students were still lacking in expressing the content of the news that was connected in daily life through the application of contextual learning. However, in the first cycle, there has been an increase in both cooperation and courage in expressing opinions in groups. In the first cycle the average value of students obtained is 58. Although this value is higher than the previous classical average, it still has not reached the predetermined completeness value of 75.

In the second cycle, there has been an increase from the first cycle. In this second cycle, based on the researcher's notes, students are still lacking in expressing the content of the news that is connected in daily life through the application of contextual learning. But in cycle II, there has been an increase in both cooperation and courage in expressing opinions in groups and being able to re-express in writing the contents or important points of the news or information. The average value in the second cycle obtained was 74. However, because it did not meet the criteria for completeness, it was continued in the third cycle.

In this third cycle, based on the researcher's notes, students are able to express the content of the news that is connected in daily life through the application of contextual learning. In cycle III, there has been an increase in both cooperation and courage in expressing opinions in groups and being able to re-express in writing the contents or important points of the news or information. The average value in the third cycle is 94. The increase occurred due to improvements in planning and actions taken in the third cycle. Improvements also occurred in the behavior of students who became better. Student behavior was netted from the non-test instruments that had been analyzed. Based on the explanation of the results of the third cycle of the test and non-test, it can be concluded that the target of the XI Action Research Department of Administration 2 SMK Negeri 4 Jember has been achieved. Therefore, the research was not continued in the next cycle

The application of contextual learning can improve student learning outcomes. This is one of the efforts towards improving strategies in the implementation of Indonesian language learning in class XI Administration Department 2 SMK Negeri 4 Jember. (Fliegel & Holland, 2013)



## CONCLUSION

Based on the results of classroom action research that Indonesian language learning outcomes increase through the application of contextual learning. Classroom action research activities were carried out for three cycles. The results of learning achievement obtained from researchers in the first cycle are with an average of 58% (less) or only 24 students who have completed or 59% while 41% or as many as 15 students are still incomplete and get scores below the KKM (75). Then in the second cycle the average increased by obtaining 73% or students completed as many as 30 students or 73%. Then in the third cycle there was a significant increase, namely the average obtained was 94% or as many as 39 students who scored above the KKM (75). In addition, the activity of class XI students of the Department of Administration 2 during learning activities by applying contextual learning experienced an increase in listening material, in the first cycle it reached 57.5%, the second cycle increased to 72.86% and in the third cycle it increased again to 93.62 % with very good category. This indicates that students' responses to contextual learning are included in the interested category.

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