Strengthening Language and Literature Competencies of High School Student

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ABSTRAK

Pendekatan saintifik dan pengajaran kontekstual yang banyak digunakan dalam pembelajaran IPA belum banyak digunakan dalam pembelajaran bahasa, khususnya pada Kurikulum Bahasa dan Sastra Indonesia 2016. Penelitian ini bertujuan untuk menganalisis hubungan antara penerapan pendekatan saintifik dan pengajaran kontekstual pada penerapan kurikulum bahasa dan sastra Indonesia 2016 dengan prestasi belajar bahasa dan sastra Indonesia siswa kelas X SMA. Penelitian ini menggunakan jenis dan pendekatan penelitian kuantitatif dengan survei dengan teknik korelasional. Subyek penelitian adalah siswa SMA. Sampel diambil secara acak di kelas X. Metode pengumpulan data yang digunakan dalam penelitian ini adalah observasi, dokumentasi, dan wawancara. Instrumen penelitian berupa wawancara dan tes objektif serta esai yang telah diujicobakan sebelum digunakan. Teknik analisis data yang digunakan adalah korelasi product moment, korelasi parsial dan regresi ganda. Dari hasil analisis dapat disimpulkan bahwa terdapat hubungan yang signifikan antara penggunaan SA dan CTL secara bersama-sama dengan prestasi belajar Bahasa dan Sastra Indonesia (skor di atas 78). Implikasi dari penelitian ini adalah pentingnya penggunaan SA dan CTL di sekolah swasta yang belum menggunakan kedua pendekatan tersebut dalam pembelajaran.

ABSTRACT

The scientific approach and contextual teaching which is widely used in science learning has not been widely used in language learning, especially in the 2016 Indonesian Language and Literature Curriculum. This study aims to analyze the relationship between the application of a scientific approach and contextual teaching in the application of the 2016 Indonesian language and literature curriculum with the achievement of learning Indonesian language and literature for class X SMA students. This study uses a type and quantitative research approach with surveys with correlational techniques. The research subjects were students of senior high school. Samples were taken randomly in class X. Data collection method uses in this study are observation, documentation, and interview. The research instruments were interviews and objective tests and essays which had been tried out before being used. Data analysis techniques used are product moment correlation, partial correlation, and double regression. From the results of the analysis, it can be concluded that there is a significant relationship between the use of SA and CTL together with achievement in learning Indonesian Language and Literature (score above 78). The implication of this research is the importance of using SA and CTL in private schools that have not used these two approaches in learning.

1. INTRODUCTION

Many studies have been carried out on the 2013 Indonesian language and literature curriculum which was revised into the 2016 Indonesian Language and Literature Curriculum (Miasmara et al., 2019; Pinasti et al., 2018). The aspects of teacher understanding and mastery of subject matter in Indonesian language learning in elementary schools, especially regarding the implementation of teaching and learning activities and about the time allocated (Aji & Ngumarno, 2017; Nursalim, 2011). Almost all previous research on Indonesian language learning has focused on administrative curriculum issues, rarely has researched on Indonesian language learning innovations related to current issues in the field of learning methods such as contextual teaching and learning (CTL) (Jedemark, 2019; Purwanto & Rizki, 2015) and

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questions about the scientific learning approach with 5 M (observing, questioning, associating, experimenting, and communicating) which imitates exact learning patterns (Natural Sciences) which are difficult for Indonesian teachers to apply in the field (Kunskaja, 2019; Turkmen & USTA, 2016). Indonesian language and literature curriculum 2016 in senior high class brings a number of changes, including in terms of the approach used, in terms of teaching materials, and in methods. In terms of teaching materials, as stated in the introduction that the approach used are *genre-based, pedagogy genre, and content language integrated learning* (CLIL) (Forey & Cheung, 2019; Goris et al., 2019). The approach used is a genre or text-based approach. Genre is a grouping of communication events. However, until finished the introduction in the curriculum was read, not explanation of literature, about the direction of learning, and evaluation. Of course, this item is very difficult for literary teachers who are also teachers *bahasa* Indonesia in the field, as the previous curriculum that so. Regarding the ideal teaching materials based on ICT is worth a try (Eva & Adnyani, 2020; Rizki & Linuhung, 2017).

The basic competencies of Bahasa Indonesia are developed based on three interconnected and mutually supportive material scopes for the development of language knowledge competencies and language skills competencies (listening, reading, listening, speaking, and writing) of learners (Mitra & Purnawarman, 2019; Putera & Shofiah, 2021). Attitude competencies are integrated developed through language knowledge competencies and language skills competencies. The three things about the scope of the material are language (knowledge of Bahasa Indonesia); literature (understanding, appreciation, responses, analysis, and creation of literary works); and literacy (expansion of Indonesian language competencies in various purposes, especially related to reading and writing) (Kusuma, 2020; Leonard, 2016). Scientific Approach / SA *is* an approach in learning brought curriculum 2013 revised 2016 and must be implemented by teachers. There are several activities in scientific approach, namely observing, *questioning, associating, experimenting, processing, conclusion, presenting* (Nisa & Supriyanto, 2016; Susilana & Ihsan, 2014). In Indonesian the activities include observing, questioning, reasoning, trying, and communicating. These five scientific steps are very useful in life so that people can always do their best and planned activities (Davidi et al., 2021; Komalasari & Saripudin, 2018; Noorjannah, 2014). There is a very important process in two *reasoning, namely selecting* and *connecting,* two terms raised by Thorndike, a figure of Learning Psychology. Selection (choosing the best) and connections (linking things into a new knowledge) are two important issues that must be instilled by the teacher to the student, for the sake of his life. High school students belong to the youth group who need a touch of affection as literary material provides it. Teaching humanist language and literature. Adolescence marks a unique phase of development of self-identity, future orientation, and healthy habits (Gabillon, 2020; Trybulkevych et al., 2021). The combination of SA and CTL is perfect for high school students, where feelings and ratio must coexist for a healthy life. For this reason, the use of SA and CTL is highly recommended. CTL (Contextual Teaching and Learning) is a learning method that starts from constructivism, inquiry, questioning, learning community, modelling, authentic assessment, and reflection (Amuntu, 2016; Maynastiti et al., 2020; Wijayanti & Pratomo, 2019). There are several components that the same *as Scientific Approach, namely inquiry, questioning, learning community,* and *authentic assessment.* Many schools already use CTL methods or approaches in the field. All the research that raised the use of CTL in successful schools. Some of them are in the field of learning Mathematics, science, and social sciences. Previous research concluded that the improvement of mathematical reasoning ability of students who obtain learning with CTL approach is better than students who obtain learning with conventional approach (Nuridawani & Saiman, 2015). The also in terms of self-reliance on learning, increasing the independence of learning students who obtain learning with a CTL approach is better than students who obtain learning with conventional approaches (Jahanbakhsh et al., 2019; Sholeh et al., 2021).

Previous study concluded that there is no influence between the use of CTL and the math learning achievements of grade V students at Tengaran Elementary School of Semarang city (Putrianasari & Wasitohadi, 2015). Other study concluded that with CTL sharia economic learning is easier, it does not burden students (Soesatyo, 2014). Other study concluded that CTL learning is more effective with concept maps compared to CTL learning without concept maps (Padri et al., 2012). It supported that there is increased motivation to learn science after CTL method is used (Maghfiroh, 2014; Rahmawati, 2018). Considering research that improving the mathematical connection ability of students who obtain learning with CTL is better than students who obtain conventional learning (Musriliani & Anshari, 2015; Nuridawani & Saiman, 2015). Base on the previous research the researcher interesting in conducting study with aims to analyze the correlation between the implementation of scientific approach, and contextual teaching in implementing the 2016 Indonesian Language and Literature Curriculum learning with the achievement of learning Indonesian language and literature of ten grade high school students. This article describes the linguistic and literary competencies of high school students in the city of Klaten

who have used a scientific approach and contextual methods in the implementation of the 2016 Indonesian Language Curriculum.

2. METHOD

This research is a correlational study using survey method (Ismawati, 2016) with three variables, namely X1 implementation of scientific approach in the implementation of curriculum learning 2016. The research place is *SMA Negeri* in Klaten city. There are 3 public high schools in Klaten city, namely SMA Negeri 1 Klaten, SMA Negeri 2 Klaten, and SMA Negeri 3 Klaten. SMA Negeri 3 is used as a trial, SMA Negeri 1 and 2 are used as research. The subjects of this study were teachers and students in Grade X. There are 3 teachers of Bahasa and Sastra Indonesia and 3 classes of Indonesian subjects with an average number student of 34. The data obtain through observation, documentation, test, and interview. Techniques are used for teachers and student (Variables X1 and X2). The instrument used is the Observation Sheet, students check the options provided. The documents to be used in this research are syllabus, lesson plan, and evaluation tools. Documentation techniques are used as triangulation between the preparation and implementation of Indonesian literature learning in grade X high school. The instrument is the check list sheet. The tests used are Objective and Subjective Tests which include poetry teaching materials that have been taught by teachers with scientific and CTL approaches.

Data Analysis Techniques used are Product Moment Correlation, partial correlation, and double regression. Previously, the analysis prerequisite test was carried out in order to meet (1) interval-scale. (2) Random sampling of the population. (3) Each variable is normally distributed. (4) The relationship between variable shows a linear. Prerequisite test analysis includes normality and homogeneity test as well as linearity. Data normality test used chi-squared quadrat. Homogeneity test used barlett test. Linearity test used variance analysis of regression line. Product moment is use correlation analysis techniques. Analytical techniques with partial correlation and double regression analysis techniques.

3. RESULT AND DISCUSSION

Result
The result from SMA Negeri 2

Table 1. Normality Test

	Kolmogorov-Smirnov[a]		
	Statistic	**df**	**Sig.**
Achievements	0.782	34	0.574
CTL	0.875	34	0.428
SA	0.949	34	0.329

Base on Table 1, show the result if normality test is significance level of 5%=0.05. For Achievement data, because of Asymp. Sig. 0.574 > 0.05 then the data is said to be from a normal distributed population. For CTL data, because of Asymp. Sig. 0.428 > 0.05 then the data is said to be from a normal distributed population. For SA data, because of Asymp. Sig. 0.329 > 0.05 then the data is said to come from a normal distributed population. The Result of CLT linearity test is show in Table 2.

Table 2. CTL Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * CTL	Between Groups	(Combined)	5300.613	20	265.031	12.932	0.000
		Linearity	4371.862	1	4371.862	213.328	0.000
		Deviation from Linearity	928.751	19	48.882	2.385	0.057
	Within Groups		266.417	13	20.494		
	Total		5567.029	33			

Base on Table 2 show value of Sig. 0.057>0.05 then there is a significant linear relationship between CTL and Achievement. SA linearity test is show in Table 3.

Table 3. SA Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Achievements * SA	Between Groups	(Combined)	5238.404	20	261.920	10.361	0.000
		Linearity	4630.542	1	4630.542	183.179	0.000
		Deviation from Linearity	607.862	19	31.993	1.266	0.337
	Within Groups		328.625	13	25.279		
	Total		5567.029	33			

Base on Table 3 show value of Sig. 0.337>0.05 then there is a significant linear relationship between SA and Achievement.

Table 4. Partial correlation between Achievement and CTL

	Control Variables		Achievements	CTL
SA	Achievements	Correlation	1.000	0.345
		Significance (2-tailed)	.	0.049
		df	0	31
	CTL	Correlation	0.345	1.000
		Significance (2-tailed)	0.049	.
		df	31	0

Base on Table 4, partial or correlation coefficient between CTL and Achievement of 0.345. Because of Sig. 0.049<0.05 then there is a relationship between CTL and Achievement. Partial correlation between sa and achievement is show in Table 5.

Table 5. Partial Correlation between SA and Achievement

	Control Variables		Achievements	SA
CTL	Achievements	Correlation	1.000	0.556
		Significance (2-tailed)	.	0.001
		df	0	31
	SA	Correlation	0.556	1.000
		Significance (2-tailed)	0.001	.
		df	31	0

Base on Table 5, coefficient correlation between SA and Achievement of 0.556 Because of Sig. 0.001<0.05 then there is a relationship between SA and Achievement. Double regression test result is show in Table 6. Then, CTL and SA coefficients is show in Table 7.

Table 6. Double Regression between CTL and SA with Achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	4741.797	2	2370.898	89.063	0.000
1	Residual	825.233	31	26.620		
	Total	5567.029	33			

Table 7. CTL and SA coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-16.199	6.628		-2.444	0.020
1	CTL	0.445	0.218	0.334	2.044	0.049
	SA	0.747	0.200	0.609	3.728	0.001

Base on Table 6 the coefficient of double correlation between CTL and SA with Achievement is 0.923 Because of Sig. 0.000<0.05 then it can be said there is a relationship between CTL and SA with Achievement. Base on Table 7 CTL and SA contributions to achievement in SMA Negeri 2 amounted to 85.2%.

Result from SMA Negeri 1

Table 8. Normality Test

	Kolmogorov-Smirnov[a]		
	Statistic	**df**	**Sig.**
Achievements	0.929	31	0.354
CTL	0.852	31	0.462
SA	0.657	31	0.781

Base on Table 8, with significance level of 5%=0.05. For Achievement data, because of Asymp. Sig. 0.354 > 0.05 then the data is said to be from a normal distributed population For CTL data, because of Asymp.Sig. 0.462 > 0.05 then the data is said to come from a normal distributed population. For SA data, because of Asymp.Sig. 0.781 > 0.05 then the data is said to come from a normal distributed population. CTL linearity test is show in Table 9.

Table 9. CTL Linearity Test

			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Achievements* CTL	Between Groups	(Combined)	738.617	11	67.147	3.493	0.008
		Linearity	685.146	1	685.146	35.642	0.000
		Deviation from Linearity	53.471	10	5.347	0.278	0.979
	Within Groups		365.238	19	19.223		
	Total		1103.855	30			

Base on Table 9 show the value of Sig. 0.979>0.05 then there is a significant linear relationship between CTL usage and achievement. SA linearity test is show in Table 10.

Table 10. SA Linearity Test

			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Achievements * SA	Between Groups	(Combined)	701.701	10	70.170	3.490	0.008
		Linearity	573.478	1	573.478	28.520	0.000
		Deviation from Linearity	128.222	9	14.247	0.709	0.695
	Within Groups		402.154	20	20.108		
	Total		1103.855	30			

Base on Table 10 show the value of Sig. 0.695>0.05 then there is a significant linear relationship between SA and Achievement.
Correlation Test

Table 12. Partial Correlation between SA and Achievement

Control Variables			**Achievements**	**SA**
CTL	Achievements	Correlation	1.000	00.532
		Significance (2-tailed)	.	0.002
		df	0	28
	SA	Correlation	0.532	1.000

Control Variables	Achievements	SA
Significance (2-tailed)	0.002	.
df	28	0

Base on Table 12, coefficient correlation between SA and Achievement of 0.532. Because of Sig. 0.002<0.05 then there is a relationship between SA and Achievement. The result of double correlation is show in Table 13. Then Result of coefficient double regression is show in Table 14.

Table 13. Double Correlation between CTL and SA with Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.853	0.728	0.709	3.2738

Table 14. Coefficient Double Regression between CTL and SA with Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-37.443	14.127		-2.650	0.013
1	CTL	0.778	0.168	0.558	4.635	0.000
	SA	0.634	0.191	0.400	3.327	0.002

Base on Table 14, the coefficient of double correlation between CTL and SA with Achievement is 0.853 Because of Sig. 0.000<0.05 then it can be said there is a relationship between CTL and SA with Achievement. CTL and SA contributions to achievement in SMA Negeri 1 amounted to 72.8%.

Discussion

From the results of the statistical calculation, it is known that CTL and SA's impact on achievement (precisely literary value) in Class X SMA Negeri 1 Klaten amounted to 72.8%, and CTL and SA against achievements in Class X SMA Negeri 2 of 85,2%. That means that CTL and SA are more widely applied in SMA Negeri 2 Klaten. From the results of this statistical calculation can also be interpreted that the teachers of Indonesian Language and Literature at SMA Negeri in Klaten City have applied scientific and contextual approaches in learning Indonesian literature well (72.8%), and very well (85.2%). This is in accordance with the research results which state that the change in process standards in the 2013 curriculum is the use of a scientific approach in the learning process in the classroom (Persada et al., 2020). Scientific learning is basically a series of learning processes that allow students to actively construct their knowledge both conceptually, legally and in principle through the stages of observing, asking questions, trying/gathering information, associating/reasoning and communicating the knowledge they find (Akbar et al., 2017; Ryoo & Bedell, 2017). For SMA Negeri 2 Klaten coefficient of partial correlation between CTL and Achievement of 0.345. Coefficient of partial correlation between SA and Achievement of 0.556. The coefficient of double correlation between CTL and SA with Achievement is 0.923. This means CTL contributes 34.5% towards achievement, SA contributes 55.6% towards achievement. This means that students score better when teachers use SA.

In the implementation of learning the teacher has carried out the teaching and learning process from the preliminary, core, and closing activities. The implementation has used a scientific approach. Based on the results of observations of preliminary activities carried out by the teacher, among others: (1) condition students to be ready to learn, the atmosphere is to open the lesson with greetings and make attendance to ask questions (2) discuss competencies that have been and will be studied, (3) convey an outline material and its benefits in everyday life, (4) informing the assessment technique to be used, In the core activities there are 5M (observing, asking questions, gathering information, associating, communicating) (Izzuddin, 2021; Rohaeti & Bernard, 2018). Based on the results of observations, in general the teacher conducts observing activities at each meeting. The results of questionnaires and interviews with students stated that the teacher carried out observing activities. It should be noted in observing activities that provide varied media, so that students are always enthusiastic about the lesson. Every day they often look at pictures in student books. For SMA Negeri 1 Klaten Coefficient of partial correlation between CTL and Achievement of 0.659. Coefficient of partial correlation between SA and Achievement of 0.532. Double correlation coefficient between CTL and SA with Achievement of 0.853. This means CTL contributes 65.9% towards achievement, SA contributes 53.2% towards achievement. CTL and

SA jointly contributed 85.3%. He's in reverse with SMA Negeri 2. This means that in SMA Negeri 1 the students score better when the teacher uses CTL. This is in accordance with the results of research which stated that the constraint faced by teachers in implementing scientific approach, namely at the stage of try because not everything is in the eye Indonesian lessons can carried out by means of an experiment (Abdallah et al., 2012; Syaifuddin, 2017). Teacher also uses a -based approach text in learning activities in class, but only at the modelling. The teacher has not applied stage of building text in groups and independent. The learning model used teacher in the implementation of learning Indonesian in the classroom, namely the model Discovery based learning (Fitriani et al., 2021; Mufit et al., 2018).

Discovery based learning model learning was chosen by the teacher because of the model. This learning is centered on students and teachers also play an active role. In other word it can be summarized that there is a correlation between the use of Contextual Teaching and Learning (CTL) and the achievement of learning literature (the value of Indonesian literature) in Grade X SMA Negeri in Klaten City. This means that both SMAN 1 and 2 are already using Contextual Approach, judging by the high correlation coefficient. There is a correlation between the use of Scientific Approach (SA) and Contextual Teaching and Learning (CTL) together with the literary learning achievements of Grade X high school students in Klaten City. The size of CTL and SA's impact on achievements (precisely literary value) in Class X SMA Negeri 1 Klaten amounted to 72.8%, and CTL and SA contributed 2% to the achievements in Class X SMA Negeri 2 of 85%. This study has several limitations that reduce the generalizability of the findings: First, the sample size is relatively small and unrepresentative. Second, the disparity between public and private schools is very large, also between students and teachers, therefore the findings in public schools do not necessarily apply to private schools. Third, there are various factors that contribute to the understanding of teachers and students in the application of SA and CTL, because it will make it difficult to apply the results of this study in private, rural, or remote schools.

4. CONCLUSION

From the results of analysis and discussion can be concluded that: there is a correlation between the use of Scientific Approach (SA) and the achievement of learning literature (Indonesian literary value) in Class X SMA Negeri in Klaten City. This means that both SMA Negeri 1 and 2 are already using Scientific Approach, judging by the high correlation coefficient. The results of the research above lead to several conclusions, including: every school already has initial capital in using a scientific approach and contextual learning (CTL). Both the Scientific Approach and Contextual Teaching and Learning there are no problems to be applied in schools with good average abilities such as State SMA students in Klaten City considering that Class X SMA Negeri 1 and 2 Klaten are students of class IX SMP with the best NEM in the city of Klaten, so that there is no reason for teachers in Klaten in particular and Indonesia in general to be afraid to use these two learning innovations and to be willing to leave the lecture method.

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