



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 13, Issue, 03, pp. 61930-61934, March, 2023

<https://doi.org/10.37118/ijdr.26362.03.2023>



RESEARCH ARTICLE

OPEN ACCESS

LEARNING MODEL OF NEWS WRITING BASED ON CONTEXTUAL APPROACH: IS IT EFFECTIVE TO INCREASE STUDENTS' ABILITY IN NEWS WRITING?

Agus Wismanto^{1*} and Kastam Syamsi²

¹University of PGRI Semarang, Indonesia; ²University of State Yogyakarta, Indonesia

ARTICLE INFO

Article History:

Received 08th January, 2023

Received in revised form

06th February, 2023

Accepted 26th February, 2023

Published online 28th March, 2023

KeyWords:

Learning model, News writing,
Contextual approach.

*Corresponding author: Agus Wismanto,

ABSTRACT

Lecturers need to organize learning that is contextual, innovative, and interesting so that students are more motivated to learn and they get learning outcomes, especially in writing better news. This study aims to examine the effectiveness of the contextual approach-based learning model to improve the ability of PBSI Study Program students in writing news. This research was conducted using a quasi-experimental technique (quasi-experiment) at three universities in the city of Semarang. The total number of respondents in this study was 120 students. The data collection of this research was carried out using the test method. Data analysis technique is independent sample t-test. The results of this study indicate that the results of the t test for the average difference in the ability to write news are significant ($\text{sig.} = .000 < = .05$). In respondents who received treatment, the ability to write student news was high. Thus, it is concluded that the contextual approach-based learning model is effective in improving the ability of PBSI Study Program students in writing news.

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Citation: Agus Wismanto and Kastam Syamsi. 2023. "Learning model of news writing based on contextual approach: is it effective to increase students' ability in news writing?". *International Journal of Development Research*, 13, (03), 61930-61934.

INTRODUCTION

Today, competition in the world of work is very tight. Therefore, universities must prepare their graduates to be able to compete in the world of work in accordance with their fields. Teachers or lecturers are led to be able to carry out teaching and can determine the right form of interaction according to the material being taught (Emilda, 2019). Teachers and lecturers must continue to innovate to always create an interesting classroom atmosphere in the teaching and learning process. One of the things that cannot be separated from the curriculum of the PBSI (Indonesian Language and Literature Education) study program is the four language skills. Four language skills are skills that must be mastered by students and graduates of the Study Program. One of the skills that must be mastered by students is writing. Writing has a very important role because by writing one can increase intelligence, develop creativity, grow courage, and stimulate willpower and gather information (Widyawati, 2019). Writing skills will not come automatically, but must go through many and regular practice and practice. Through writing activities, a person can give birth to his thoughts, feelings, ideas, and perceptions about all things in life, so that the reader can understand what the author wants. Learning to write is more about designing and applying five concepts of knowledge in the process of learning to write, namely knowledge of content, system, process, type of text (genre), and context. Hayland (2004: 27) reveals that learning to write means trying to achieve a goal through the identification of social contexts by using a language called genre/type of text.

Therefore, writing not only emphasizes accuracy and linguistic aspects, but also emphasizes the context of a meaningful situation with a real purpose. The result of writing has a far more powerful lasting power than thought, speech, and action. Thoughts, words, and actions will not leave a mark unless they are written down. Movement of thought, speech, and action is a cultural practice. "In this case, writing is recording and perpetuating human cultural practices" (Khoiri, 2014: 8). Rolnicki's (2015: xi-xii) states that journalist students today still need basic knowledge of how to write good news, knowledge of the value of news, how to write interesting news headlines, how to write correct news core, and so on according to standard journalistic rules. This basic knowledge applies to all media, including online and broadcast media. There is no point in student journalists being able to write unless they know how to write good news. Therefore, the basic knowledge of journalism about writing news is still very important, both past, present and future. Writing news as basic journalistic knowledge is a necessity for students, especially students of the Indonesian Language and Literature Study Program (Prodi PBSI). Writing ability is one of the most complex language skills because it involves various cognitive and linguistic abilities. Based on observations, the learning material for writing news as basic journalistic knowledge that is presented tends to be introductory without involving intensive training such as good news headline writing techniques, interesting news writing techniques, techniques for creating a complete and in-depth news body. Evidently, almost no journalistic writing from students is published in journalistic media, so learning to write news as basic

journalistic knowledge does not have good practical implications. Learning to write news as basic journalistic knowledge also cannot be applied in life on campus. This is also due to the relatively inadequate facilities and infrastructure for journalism learning in tertiary institutions. Not all tertiary institutions have student activity units (UKM) that specifically develop student journalistic abilities. The learning method of writing news as basic journalistic knowledge is still very monotonous, namely in the form of one-way lectures and less varied assignments. This causes learning to be meaningless and boring. Students are not motivated by what they learn. Without motivation to learn, students will not learn and ultimately will not achieve success in learning.

So far, learning to write has emphasized more on the results in the form of writing, not on what students should do when writing. Students immediately practice writing without learning how to write. The lecturer asks students to write according to the basic competencies in the curriculum. When finished, the students' writings were collected, corrected, and assessed by the teacher. This activity is continuously carried out which results in students feeling bored and not enthusiastic in participating in writing learning. As a result, students' writing skills are very low. One of the efforts to motivate students in learning to write news is to make the learning more meaningful, one of which can be expressed through contextual learning. According to Sutikno (2007: 99) that there are two important things in meaningful learning, namely "cognitive structures and new knowledge material." Cognitive structure is all knowledge that students have as a result of past learning activities. In meaningful learning, new knowledge must have a relationship or be associated with its cognitive structure. This relationship occurs because of the similarity of content and in an orderly manner. The two characteristics of the relationship indicate the logical meaning of the material to be studied. So this logical truth is the nature of the material to be studied, but it does not mean that it is meaningful to students. Johnson (2002: 24) states that "CTL is a holistic system. Its consists of interrelated parts that, when interwoven, produce an effect that exceeds what any single part could achieve". CTL is a comprehensive system, CTL consists of parts that are connected to each other. When these parts are intertwined with each other, an effect that exceeds the yield of their separate parts will result. This contextual approach is an educational process that aims to help students understand the meaning of the learning material they are learning by connecting the material with the context of daily life, personal life, social life, and cultural environment. Miller (2006) states that the use of CTL-based teaching materials is also considered effective for improving learning outcomes related to the achievement of learning objectives through the achievement of predetermined graduate competencies. The CTL approach presents a contextual learning that guides students to relate the concepts they get to everyday life so that they will better understand the concepts compared to those who learn by memorizing. Understanding of the learning material will have an impact on improving student learning outcomes. Based on the observations of the lecturers of the Writing subject in Mass Media, the PBSI Study Program, PGRI University Semarang, it is known that the students' writing learning outcomes are in the form of an average writing evaluation score of 58.13 so that it is known that there are still many PBSI Study Program students who are not yet skilled at writing. Whereas as PBSI students they must have these skills. The students had previously studied the Basics of Writing Skills, Writing Skills Development, and Creative Writing courses. Through these courses, students should have basic knowledge and understanding of writing. This phenomenon is also in line with Lestari's observation (2019:74) in his research that many paragraphs in student essays do not have the main idea or are part of the previous paragraph. The learning approach used in learning to write news still uses a conventional approach. A varied and fun learning approach will trigger students to study harder, the use of learning models must also be adapted to the needs of students in general and students who have learning difficulties in particular. Various kinds of learning approaches can be used to improve student learning outcomes, one of which is Contextual Teaching and Learning. Contextual Approach (Contextual Teaching and Learning)

is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives. In this regard, the researcher applies a Contextual Approach (Contextual Teaching and Learning) in learning to write poetry. As for one of the learning approaches that can motivate students in writing news is a contextual learning approach (Contextual Teaching and Learning). The contextual approach (Contextual Teaching and Learning) will be applied by researchers to help students see meaning in the academic material they are studying by connecting academic subjects in the context of their daily lives, namely with the context of their personal, social and cultural circumstances. One of the writing skills that students can use is writing news texts. Through news texts, students can write down all the events they have seen and observed. In addition, based on the syllabus for writing courses, students have been taught to write news texts. News text is a complete expression of the human mind in which it has situations and contexts that can be written or spoken (Alfarisi and Suseno, 2019). News is a presentation of information about an event that is currently or has occurred. News can be presented through oral or written information in both print and electronic mass media such as newspapers, magazines, tabloids, television, radio, and the internet. In news writing, it must contain 5W + 1H elements, namely what (what events occurred, why (why the events occurred), where (where the events occurred), who (who was involved), when (when the events occurred), and how (how did the events occur). happened) (Rohmadi, 2011). In addition, referring to the learning of the PBSI Study Program which is already based on SCL (Student Centered Learning), the researchers also conducted research in the form of experiments using a contextual learning approach. The contextual learning approach is expected to help students become more active. The advantage of this model is that students are not fixated on the discourse in textbooks, but they are invited to think critically in solving problems that exist within the scope of life around students. Through brainstorming learning, students will be given a problem. Then the lecturer divides the students into groups. Students who have been divided into groups then discuss together to find the cause of the problem. In connection with the description above, the problem in this study is formulated as follows. (1) how is the ability of the PBSI Study Program students to write news texts before using the contextual learning approach?; (2) how is the ability of PBSI Study Program students to write news texts after using a contextual learning approach?; (3) Is learning using a contextual approach effective in improving the ability to write news texts for students of the PBSI Study Program. The objectives of this study are (1) to describe the ability to write news for students of the PBSI Study Program before using a contextual learning approach; (2) describe the ability to write news on the students of the PBSI Study Program after using a contextual learning approach; and (3) describe the effectiveness of the contextual learning approach in writing news texts for students of the PBSI Study Program.

METHODS

This research is a quasi-experimental research (quasi-experimental). A quasi-experiment is an experiment conducted on a group of subjects who are subjected to treatment for a certain period of time. Measurements were made before and after the treatment was given the effect of treatment was measured from the difference between the initial measurement and the final measurement (Emzir, 2010:102). The research design used a quasi-experimental research design with an independent sample t-statistical design (Mulyatiningsih, 2013: 96) as shown in the following figure.

R	O1	X	O2	PMBBK
	O1	X	O2	MPK

Information:

O1 = Experiment Class Pretest

O2 = Experiment Class Posttest

O3 = Control Class Pretest

O4 = Control Class Posttest

X = Treatment

Figure 1. Independent Sample t-Statistic Design

Quasi-experimental research with independent sample t-statistical design requires that the two groups (experimental and control) are equal. These conditions must be met before testing the hypothesis. The experimental group and the control group compared have different learning syntaxes. For the experimental group, the learning syntax uses the Contextual Approach-Based News Writing Learning (PMBBK) model, while for the control group the learning syntax uses MPK (conventional learning model). The samples in this study were PBSI students, Faculty of Language and Arts, PGRI University Semarang, PBSI students, Faculty of Language and Arts, Semarang State University and PBSI students, Faculty of Language and Arts, Sultan Agung Islamic University, Semarang with a total of 120 students. The method of data collection using news writing performance test questions is a test instrument in the form of activity instructions carried out by students in this case related to the students' news writing skills. To make it easier to make this test instrument, a grid has been arranged. For more details, can be seen in Table 1 below. To assess the performance test in the form of news writing skills, students are given the following guidelines for assessing news text writing skills.

Normality of data distribution using the statistics Kolmogrov Test and Shapiro-Wilks Test (Nurgiyantoro, et al, 2004: 110-119). Test criteria: the data has a normal distribution if the resulting significance number is greater than 0.05 and in other cases the data is not normally distributed. Normality test can be done by using SPSS 16.0. The homogeneity test of variance between groups was used to obtain empirical data that the differences that occurred in the hypothesis test actually occurred due to differences in groups. The homogeneity test of variance between groups used Levene's test of Equality of Error Variance (Nurgiyantoro, et al, 2004: 196). Test criteria: the data have the same variance (homogeneous) if the significance number obtained is greater than 0.05 and in other cases the variance of the sample is not the same (not homogeneous). This test can be done by utilizing the help of SPSS 16.0.

RESULTS AND DISCUSSION

To test the normality of the data distribution, Kolmogorov-Smirnov and Shapiro-Wilk statistics were used.

Table 1. News Writing Performance Test Grid

No	Aspect	Weight
1.	Conformity between title and content	5
2.	Completeness of news elements (what, where, when, who, why, how)	5
3.	Exposure breakdown	5
4.	Effective sentences (short, precise diction, coherent, unambiguous, communicative)	5
5.	Choice of words/diction (standard, common, not long-winded, not confusing)	5
6.	Spelling accuracy	5
7.	Display writing	5
Quantity		35

Table 2.

No	Results Obtained	Category
1.	85-100	Very good
2.	75-84	Fine
3.	66-74	Enough
4.	55-65	Less
5.	<55	Very poor

Table 3. Test for Normality of Distribution

Source			Kolmogorov-Smirnov			Shapiro-Wilk		
			Statistik	df	Sig.	Statistik	df	Sig.
Result	PMBBK	Pretest	.045	32	.195	.875	32	.095
		Posttest	.052	32	.195	.798	32	.067
Result	MPK	Pretest	.039	32	.195	.855	32	.078
		Posttest	.055	32	.195	.799	32	.071

Table 4. Box Test of Similarity of Covariance Matrices

The dependent variable	N	Box'M	F	df1	df2	sig.
Writing news	120	315.658	32.564	8.56	125654.0	0.075

Data analysis using inferential statistics. Inferential statistics are used to test the effectiveness of the Analysis of Variance (ANOVA) (Nurgiyantoro, et al, 2004: 218). ANOVA was used because this extended test investigated the effect of the model (independent variable) on the ability to write news (dependent variable). A significance value less than 0.05 means that H0 is rejected, which means that there are differences in the dependent variable between groups according to the source. This analysis uses the help of the SPSS 16.0 program. All hypothesis testing was carried out at a significance level of 0.05. Before conducting the t-test and ANOVA analysis, prerequisite tests were first performed. The prerequisite test used the normality test and the homogeneity test of variance between groups. The data distribution normality test is intended to obtain empirical data that the sample really comes from a normally distributed population so that hypothesis testing can be carried out.

The distribution of news writing ability data in all groups is normally distributed if the statistical values of one or both of these statistics have a significance number greater than 0.05. The results of the analysis can be seen in Table 3 above. Table 3 above explains that the statistical values of Kolmogorov-Smirnov and Shapiro-Wilk for the distribution of news writing variable data, both in the news writing learning model group based on the contextual approach (PMBBK) and the conventional learning model (MPK) have more significant figures greater than 0.05. This shows that the distribution of news writing data in all groups is normally distributed. Table 4 presents the results of the Box test of the similarity of the covariance matrices of students' news writing variables between groups of news writing learning models based on contextual approaches (PMBBK) and conventional learning models (MPK). Based on table 5 above, it appears that the Box values in all groups have significance values of

0.075. The significance figure is greater than 0.05. Thus, the covariance matrices of the dependent variable are the same. Table 6 presents Levene's test of the similarity of error variance of students' news writing variables between groups of news writing learning models based on contextual approaches (PMBBK) and conventional learning models (MPK). Table 6 above shows that Levene's statistical values in all group variances have significance values of 0.312. The significance figures are greater than 0.05. Therefore, the variance of each group is homogeneous. In other words, the variance of each group is not different or the same. The results of the assumption test above show that the ANOVA test has fulfilled the requirements for applying the ANOVA test. The effectiveness of the news writing learning model based on the contextual approach was tested with the difference between the scores of news writing scores in the experimental group and the control group using the t-test. The results of the t-test can be seen in Table 7 below.

Table 5. Levene's Test of Intergroup Error Similarity Variance

The dependent variable	N	F	df1	df2	sig.
Writing news	32	0.405	1	72	0.312

Table 6. The results of the test of different pairs of the average final score of the experimental group and the control group

Pair Mean	Paired Differences				t	df	Sign. (2-tailed)	
	M	Std. Deviation	Std. Error Mean	95% Confidence Interval Difference				
				Lower				Upper
Result	8.25	9.02	1.19	68.45	80.25	9.27	326	0.001

Table 7. Summary of Test Results for the Effect of Learning Model Variables on News Writing Ability

Independent variable	Dependent variable	M	SD	F	sig.
PMBBK	Writing news	80,25	9,02	79,242	0.000
MPK	Writing news	68,45	8,51		

Based on the calculation of the t test, the development of a news writing learning model based on a contextual approach in a broad trial was declared effective for learning to write news writing. There is a significant difference between learning to write news in the control class and the experimental class. The statement is indicated by the results of hypothesis testing with the value showing the value of Sig. (2-tailed) = 0.001 smaller than the significance level (α) = 0.05 (0.005 < 0.05). This proves that H0 is rejected and Ha is accepted. The results of the analysis of the influence of learning model variables on news writing variables can be presented in Table 8 below. Table 8 shows that based on the source of the influence of the learning model on news writing, it was found that the statistic F = 79.242 with a significance number of 0.000. These significant figures are smaller than the acceptance limit, which is 0.05. These results indicate that (1) there are differences in news writing between students who study with a news writing learning model based on a contextual approach and conventional learning models. In other words, there is a significantly different effect of news writing learning model based on contextual approach compared to conventional learning model in students' news writing achievement. In other words, there is a significantly different effect of news writing learning model based on contextual approach compared to conventional learning model in news writing achievement for PBSI study program students.

Table 57 in the column average (M) and standard deviation (SD) indicates that the average value (M) and standard deviation (SD) of writing news (M = 80.25 and SD = 9.02) in the PMBBK group greater than the MPK group (M = 68.45 and SD = 8.51). This shows that PMBBK has a greater influence than MPK in the achievement of news writing on PBSI students. Based on the calculation of the t test, the development of a news writing learning model based on a contextual approach in a broad trial was declared effective for learning to write news writing. There is a significant difference between learning to write news in the control class and the experimental class. The statement is indicated by the results of hypothesis testing with the value showing the value of Sig. (2-tailed) = 0.001 smaller than the significance level (α) = 0.05 (0.005 < 0.05).

This proves that H0 is rejected and Ha is accepted. Based on the source of the influence of the learning model on news writing, it was found that the statistic was F = 79.242 with a significance number of 0.000. These significant figures are smaller than the acceptance limit, which is 0.05. These results indicate that (1) there are differences in news writing between students who study with a news writing learning model based on a contextual approach and conventional learning models. In other words, there is a significantly different effect of news writing learning model based on contextual approach compared to conventional learning model in students' news writing achievement. In other words, there is a significantly different effect of news writing learning model based on contextual approach compared to conventional learning model in news writing achievement for PBSI study program students. The average value (M) and standard deviation (SD) indicate that the average value (M) and standard deviation (SD) of writing news (M = 80.25 and SD = 9.02) in the

MPK group is greater than that of the PMBBK group. MPK group (M = 68.45 and SD = 8.51). This shows that PMBBK has a greater influence than MPK in the achievement of news writing on PBSI students. Therefore, it can be stated that the news writing learning model based on the contextual approach has proven to be effective in increasing news writing skills in PBSI study program students. Contextual-based writing learning has various advantages including: (1) students are trained to reason and think critically about pre-writing news and news writing materials, (2) students are full of activity and enthusiastic to find themes, (3) students dare to ask questions and information or things that are not in accordance with their opinion, (4) students are trained to learn 'sharing ideas' to share knowledge and communicate, (5) students can give examples of observing an object, seriously, and enthusiastically to obtain optimal data possible, (6) reflections are carried out, both during the learning process and at the end of each lesson, (7) the assessment emphasizes the learning process and results, such as: presentations or student performances during: discussing, observing, demonstrating, and writing news results. ; In addition, each student evaluates the news written by his friend. The idea of using a contextual approach in learning to write news is based on the view of Johnson (2002: 24) which states that CTL is a comprehensive system, CTL consists of interconnected parts. If these parts are intertwined with each other, it will produce an effect that exceeds the results given by the separate parts. The contextual approach is an educational process that aims to help students understand the meaning of the learning material they are studying by connecting the material with the context of daily life, personal life, social life, and cultural environment. This is followed by Miller (2006) showing that learning to write based on a contextual approach allows students to strengthen and apply the skills they have acquired from various subjects, both in school and outside of school. Students are trained to be able to solve the problems they face in a situation. If CTL is applied correctly, it is hoped that students will be trained to be able to relate what is obtained in class with real life experienced in their environment. The task of the teacher as a facilitator is to provide direction and guidance to students so that contextual-based learning of writing skills can be applied correctly so

that students can learn more effectively. In this case the task of the teacher is to help achieve learning objectives. The results of Sounders' (2015) research also explain that contextual learning is focused on REACT (Relating: learning in the context of life experiences; Experiencing: learning in the context of search and discovery; Applying: learning when knowledge is introduced in the context of its use; Cooperating: learning through the context of interpersonal communication and sharing; Transferring: learning to use knowledge in a new context or situation). In CTL the learning process is directed at honing students' creativity, students' critical thinking patterns, and students' ability to solve problems they have in everyday life. In the process of learning to write news, students are trained to build their own knowledge in active involvement in the teaching and learning process. In the implementation of news writing learning, there are seven CTL components that are applied in the teaching and learning process, namely: (1) constructivism (constructivism), finding (inquiry), asking (questioning), learning community (learning community), modeling (modeling), reflection (reflection), the actual assessment (authentic assessment).

The concept of CTL in learning to write news emphasizes student creativity, classroom learning is contextual, and lecturers are more involved in strategy than providing information. The lecturer's job is to manage the class as a team that works together with students to find something new for class members (students). Lecturers must be able to overcome boredom in students and revive their learning motivation. Media can also be used as a tool for students to better understand or understand the material presented, increase activity, and invite student interaction in learning. Based on data analysis with products in the form of: (1) news writing learning model book based on contextual approach, (2) teaching material for news writing based on contextual approach, (3) learning guide book for news writing based on contextual approach for lecturers, and (4) A learning guide book for news writing based on a contextual approach for students belongs to the very feasible category. Based on the analysis of quantitative data, it is known that there is a significant difference in the pretest and posttest scores in the ability to write news for students who use the Super Fast Learning Model for Writing News Based on a Contextual Approach (SCMBBK) for students at PGRI Semarang University, Semarang State University and Sultan Agung Islamic University Semarang. It was stated that the learning device model was proven to be effective in improving the ability to write news for students of the PBSI study program.

CONCLUSION

The learning model of news writing based on a contextual approach is effectively used in improving the ability to write news for students of the PBSI Study Program. There is a significant difference between learning to write news in the control class and the experimental class. The statement is indicated by the results of hypothesis testing with the value showing the value of Sig. (2-tailed) = 0.001 smaller than the significance level (α) = 0.05 (0.005 < 0.05). This proves that H₀ is rejected and H_a is accepted. The ability to write news in PBSI Study Program students with a news writing learning model based on a contextual approach is better than students who study with conventional learning models.

ACKNOWLEDGEMENT

This article is extracted from the results of a dissertation research at the Yogyakarta State University Postgraduate Program. My gratitude goes to Prof. Dr. Haryadi (Promotor) and Dr. KastamSyamsi (Copromotor) who has assisted and provided input on this research.

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