

THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING THROUGH ANIMATED FILMS ON WRITING DIALOGUE LEARNING RESULTS

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Abstract

This research aimed to assess the efficacy of employing the Contextual Teaching Learning (CTL) design, utilizing animated film media, on the writing results of Javanese dialogue among fifth-grade students at SD Negeri Cimanggu 03. This research employed a quantitative research approach using a pre-experiment design. The specific design utilized was a one-group pre-test post-test design. The population and sample in this research were 29 class V students at SD Negeri Cimanggu 03. The research sample was taken using a purposive sampling technique where the research sample was also the research population. Data collection techniques included observation, tests, and documentation. The effectiveness of the intervention was assessed using paired sample t-tests, yielding a p-value of 0.000, and the N-Gain test resulted in a score of 0.4724, indicating a moderate stage of effectiveness ($0.30 \leq g < 0.70$). From this elucidation, it can be inferred that applying the Contextual Teaching Learning (CTL) instructional approach using animated film media can enhance students' academic achievements at Cimanggu 03 State Elementary School.

Keywords: contextual teaching-learning, learning media, animated film, dialogue writing

Abstrak

Tujuan penelitian ini untuk mengetahui keefektifan penggunaan design pembelajaran *Contextual Teaching Learning* (CTL) dengan media film animasi terhadap hasil belajar menulis dialog bahasa Jawa siswa kelas V di SD Negeri Cimanggu 03. Metode yang digunakan dalam penelitian ini adalah metode penelitian kuantitatif dengan jenis *pre-eksperiment*. Desain yang digunakan pada penelitian ini adalah *one group pre-test post-test design*. Populasi dan sampel dalam penelitian ini adalah siswa kelas V SD Negeri Cimanggu 03 yang berjumlah 29. Sampel penelitian ini diambil dengan teknik *purposive sampling* dimana sampel penelitian juga merupakan populasi penelitian. Metode pengumpulan data yang digunakan adalah observasi, tes dan dokumentasi. Hasil keefektifan menggunakan uji *paired sample t test* sebesar 0,000 dan uji N-Gain sebesar 0,4724, sehingga dikategorikan sedang ($0,30 \leq g < 0,70$). Berdasarkan pemaparan tersebut dapat dikatakan bahwa dengan adanya penerapan design pembelajaran *Contextual Teaching Learning* (CTL) dengan media film animasi dapat meningkatkan hasil belajar siswa SD Negeri Cimanggu 03.

Kata Kunci: *contextual teaching-learning*, media pembelajaran, film animasi, menulis dialog

INTRODUCTION

Mastering writing skills presents a significant challenge for students, especially regarding language abilities on writing. According to Muktadir & Ariffiando (2020), educators face constraints in facilitating learning,

particularly in selecting instructional techniques and designs tailored to students' needs. Teachers must consider individual student circumstances to devise suitable learning frameworks for enhancing writing skills (Rinaldi, 2020).

One of the most challenging writing tasks for students is composing dialogues. Based on observations conducted at Cimanggu 03 Elementary School, several issues related to the difficulties in writing dialogues were identified. These problems include the incorrect selection of vocabulary, spelling errors, improper punctuation, and incorrect sentence structure. This lack of practical experience composing Javanese dialogue contributes to difficulties in mastering the appropriate use of *unggah-ungguh* (Javanese etiquette) in dialogue writing (Maesyaroh & Insani, 2021).

Furthermore, it was noted that the fifth-grade teacher at SD Negeri Cimanggu 03 needed to improve in delivering Javanese local content subjects. This deficiency arises from Javanese not being the primary local language at SD Negeri Cimanggu 03, situated on the boundary of Central Java and West Java. Moreover, the instructional approach predominantly relies on the lecture technique, which tends to disengage students due to its monotonous nature. The reliance on lecture techniques tends to disengage students due to its monotonous nature, leading to low enthusiasm and motivation (Andrian et al., 2020). Therefore, students need more enthusiasm and higher learning motivation.

This research was undertaken within Phase C of the independent curriculum, focusing on the learning outcome of enabling students to compose Javanese narrative and descriptive texts in both *ngoko* and *krama* registers, drawing from ideas, observations, experiences, and imagination. The learning objectives include facilitating students' ability to craft *pacelathon* texts in Javanese *ngoko* and *krama* registers with appropriate linguistic etiquette *unggah-ungguh basa*. These objectives will be accomplished by applying the Contextual Teaching Learning (CTL) instructional design utilizing animated film media to enhance learning outcomes in dialogue writing.

The Contextual Teaching and

Learning (CTL) teaching design with animated film media is expected to enhance the Javanese language learning process. According to Lotulung et al. (2018), CTL learning design can help students understand concepts better as they learn directly through real-life experiences. CTL can potentially enhance student learning outcomes compared to traditional lecture-based techniques (Budiman, 2021). Thus, the CTL learning design is expected to provide a favorable difference in effectiveness on the learning results of Javanese dialogue writing of grade V students at Cimanggu 03 State Elementary School.

Animated film media supports students' ease in developing ideas for writing Javanese dialogue by providing engaging and motivating content (Azis et al., 2021). According to (Hanif, 2020), the involvement of multiple senses in processing and receiving information makes animated film media helpful in understanding learning materials. Thus, animated film media is suitable for strengthening the CTL learning design and improving dialogue writing skills.

Previous studies have researched CTL and animated film media separately. Research related to CTL has been carried out by Hasanah et al. (2023), Agustina et al. (2022), and Lestari et al. (2023) found that CTL has a positive impact on student learning outcomes. Adiati et al. (2023), Pranata et al. (2021), Elvira et al. (2020) and have also researched animated film media, which states that have shown that animated film media can enhance learning results. Research carried out by Anisa et al. (2019), which focuses on the guided discovery learning design, and Maesyaroh & Insani (2021), which focus on the development of powtoon learning media, research has been carried out related to improving Javanese dialogue writing material. From some of the above studies, research combining CTL with animated film media specifically for Javanese dialogue writing has not been conducted,

presenting a novel approach in this study.

Using animated film media alongside the CTL design aims to evaluate its effectiveness in improving the writing dialogue outcomes among students at SD Negeri Cimanggu 03. This research seeks to ascertain the effectiveness of applying the CTL instructional design with animated film media in enhancing the writing dialogue skills of elementary school students. Consequently, this research enhances the learning results of Javanese dialogue writing among fifth-grade students at Cimanggu 03 State Elementary School.

RESEARCH METHODOLOGY

The technique utilized in this research is a quantitative research technique with a

kind of pre-experiment. This research is carried out to decide whether or not there is an effect of a treatment given to students. In this case, the treatment uses Contextual Teaching Learning (CTL) design with animated film media to determine the learning results of elementary students' dialogue writing. The design utilized in this research is one one-group pre-test post-test design. Where there is a pre-test and post-test in one class to measure student learning results (Musdalifa et al., 2021). This research utilizes one experimental class that will be given action in CTL with animated film media. The research design utilized in this research can be drawn in Table 1.

Table 1. Quasi-Experimental Research Design

Class	<i>Pre-Test</i>	Treatment	<i>Post-Test</i>
Experiment	O1	X	O2

The investigation centered on the demographic and sample of fifth-grade students at Cimanggu 03 State Elementary School, comprising 29 individuals. The sample in this study aligned with the population given the limited number of fifth-grade students at Cimanggu 03 State Elementary School. The sampling methodology employed in this study was purposive sampling, where samples were selected according to specific criteria (Sahir, 2022). The rationale behind the purposive sampling technique is that the student population is fewer than 50.

The researchers employed a range of data collection methodologies, encompassing observation, assessments, and documentation. The tools utilized in this study included observation forms, assessment sheets containing ten multiple-choice inquiries and five essay prompts, and documentation devices like cameras. Two types of assessments were conducted: English language proficiency tests, pre-test (prior treatment) and post-test (after treatment).

The research took place on January 15th and 20th, 2024. It commenced with administering a pre-test to students, followed by applying the CTL learning design supported by animated film media over four sessions. After the treatment, students underwent a post-test evaluation.

To decide this instrument's validity stage, a validity test using an intra-rater was carried out to equalize the perception of validation from expert 1 and expert 2. Content validity uses equivalence to determine that an instrument is considered reliable if the correlation coefficient is positive and significant (Syamsuryadin & Wahyuniati, 2017). The testing of the correlation coefficient and its significance is conducted using the product-moment correlation formula, and its significance is assessed using the r-table (Sugiyono, 2014).

Table 2 is the intra-rater category utilized according to Fleiss (1981), and Table 3 is the result of the intra-rater validity test.

Table 2. Intra Rater Categories

Score range	Category
Kappa < 0.4	Less good
Kappa 0.4 - 0.60	Simply
Kappa 0.60 - 0.75	Good
Kappa > 0.75	Very good

Source: Widhiarso & Ravand (2014)

From Table 3, the validation calculation using SPSS version 26 with *Cohen's Kappa* formula indicates a significance value of 0.619. Fleiss (1981) states that the significance range of 0.619 is good (Widhiarso & Ravand, 2014).

Table 3. Symmetric Measures Results of Intra Rater Calculation

Measure of Agreement	Kappa	Value	Asymptotic		
			Standard Error	Approximate T ^b	Approximate Significance
		.619	.149	5.965	.000
N of Valid Cases		12			

a. Rejecting the null hypothesis.

b. Utilizing the asymptotic standard error under the assumption of the null hypothesis.

Thus, the instrument in this research is feasible to collect data on the effectiveness of CTL learning design with animated film media on the learning results of elementary students' dialogue writing.

Table 4. Equivalent Content Validity test requirements

No	Value
1	Not good
2	Less good
3	Adequately good
4	Good
5	Very good

Table 4 presents the criteria for the content validity equivalence test, and Table 5 results of the content validity equivalence test.

Table 5. Results of The Content Validity Equivalence Test

No	r-value expert 1	r-value expert 2	r-table	Explanation
1.	0,700	0,590	0,3673	VALID
2.	0,641	0,724	0,3673	VALID
3.	0,682	0,731	0,3673	VALID
4.	0,845	0,706	0,3673	VALID
5.	0,596	0,654	0,3673	VALID
6.	0,751	0,731	0,3673	VALID
7.	0,641	0,658	0,3673	VALID
8.	0,690	0,779	0,3673	VALID
9.	0,731	0,828	0,3673	VALID
10.	0,739	0,688	0,3673	VALID
11.	0,747	0,543	0,3673	VALID
12.	0,490	0,671	0,3673	VALID
13.	0,555	0,739	0,3673	VALID
14.	0,792	0,821	0,3673	VALID
15.	0,623	0,857	0,3673	VALID

Table 5 shows the calculation of content validity *equivalence* using SPSS version 26, employing the product-moment correlation formula. The significance was tested using the r-table, and the results indicate that the calculated r-value is greater than the r-table value, meaning the research instrument is considered valid. The calculated r-value is compared with the r-table value at a significance level of 0.05 or 5%.

Inferential statistical analysis was employed to examine the research hypothesis in this research. Before hypothesis testing, prerequisite assessments of normality and homogeneity were carried out. The Shapiro-Wilk normality test was utilized since the sample size was smaller than 50. Data were deemed

to follow a normal distribution if the p-value was more significant than 0.05 (Sari et al., 2017). The Levene test for homogeneity determines whether the population variance among two or more data groups is equal or unequal. Data is homogeneous if the significance value exceeds 0.05 (Purnomo, 2016). After the analysis requirement test, hypothesis testing is continued using the paired sample t-test. The hypothesis is approved if the significance value is <0.05 (Nuryadi et al., 2017). The n-Gain test was conducted to determine the effectiveness of CTL learning design with animated film media data analysis calculations using SPSS software version 26. Table 6 categorizes the N-Gain test.

Table 6. N-Gain Value Categories

N-gain value	Interpretation
$0,70 \leq g \leq 100$	High
$0,30 \leq g < 0,70$	Medium
$0,00 < g < 0,30$	Low
$g = 0,00$	No increase
$-1,00 \leq g < 0,00$	There was a decrease

Source: Sukarelawan et al. (2024)

RESEARCH RESULTS AND DISCUSSION

Results

This research is divided into three stages: pre-test, treatment, and post-test. In the first meeting, a pre-test was carried out in class V with Javanese dialogue material commonly called *pacelathon*. In the next meeting, four meetings were treated by applying learning using the Contextual Teaching Learning (CTL) design assisted by animated film media. The sixth meeting was held post-test to decide whether there was a difference between prior and after treatment.

In this research, the material taught to students leads to the procedure for writing dialogue in Javanese. Using the CTL design is associated with everyday life. This

learning model is done so that students can quickly learn Javanese. After that, learning is carried out using animated film media on *pacelathon* material. The goal is for students to understand the *unggah-ungguh basa* utilized in Javanese dialogue. In this case, students can write Javanese dialogues in ngoko and krama according to the proper *unggah-ungguh basa*.

The Descriptive Statistics test was carried out to decide the effectiveness of utilizing CTL learning design with the help of animated film media on the learning results of Javanese dialogue writing of grade V students at SD Negeri Cimanggu 03. A descriptive statistics test is utilized to decide the results of sample data. The test results can be drawn in Table 7.

Table 7. Results Descriptive Statistics Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	29	26	60	45.03	7.863

post-test	29	56	88	71.17	7.811
Valid N (listwise)	29				

According to Table 7, the learning results of the experimental class after being treated using CTL learning with animated film media are better than the learning results before treatment. This result can be drawn from the average value in the post-test test, which obtained an average value of 71.17, and the pre-test, which obtained an average value of 45.03.

Nevertheless, several errors are still found in writing Javanese dialogues. The errors that students encounter while learning to write Javanese dialogues include incorrect vocabulary selection, spelling mistakes, improper punctuation, and incorrect sentence structure. Students struggle to choose appropriate vocabulary for writing dialogues due to their limited Javanese vocabulary. This issue arises because students are accustomed to using

Sundanese in their daily lives. Additionally, errors in spelling, punctuation, and structure result from a lack of practice in writing dialogues.

During the four treatment sessions, students showed rapid improvement. This is evident from the increased mastery of dialogue writing skills among students. Consequently, students can write dialogues by appropriately applying the levels of speech *unggah-ungguh basa*. Moreover, students can use correct vocabulary, spelling, punctuation, and sentence structure in writing dialogues.

This study conducted a preliminary examination to determine the feasibility of data analysis for hypothesis testing. Table 8 represent the outcomes of the preliminary tests for normality.

Table 8. Normality Test Calculation Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test	.969	29	.531
Post-test	.973	29	.640

According to Table 8, the normality test results indicate that the pre-test value has a sig. > 0.05, which is 0.531, while the post-test has a sig. > 0.05 value of 0.640. The value is more significant than (sig. >

With the completion of the prerequisite tests, hypothesis testing ensues to ascertain the impact of employing CTL learning designs with animated film media on the learning results of elementary school students' dialogue writing.

H₀ : There is no effectiveness of using CTL learning design with animated film media on learning results of

0.05) with $\alpha = 0.05$, so the data on the achievement of student learning results using CTL learning with animated film media is normally distributed.

dialogue writing of elementary school students.

H_a : There is an effectiveness of using CTL learning design with animated film media on the learning results of elementary students' dialogue writing.

Table 9 results from hypothesis testing carried out using the paired sample t-test.

Table 9. Paired Sample T-Test

Pair	Pre-test - Post-test	Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	-	26.138	8.630	1.603	-29.421	-22.855	16.310	28	.000

Table 9 displays the findings of the data processing analysis conducted through the paired sample t-test, yielding a p-value of 0.000. With a significance level below 0.05, the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_a). There is notable efficacy in employing CTL learning design alongside animated film media to enhance the writing dialogue skills of elementary school students. The calculated t-value stands at 16.310, surpassing the critical t-value of 2.051. So, when contrasted, $t_{count} > t_{table}$ 2.051. Therefore, the efficacy of communicative language teaching (CTL) instructional design utilizing animated film media positively impacts the outcomes of writing dialogue.

The use of the Contextual Teaching and Learning (CTL) model with school environment-based animated film media has proven to be effective. The CTL model

is implemented by linking Javanese dialogue material to real-life situations at school, where the majority of students use the *Ngapak* dialect of Javanese. Additionally, the animated films used are tailored to include appropriate levels of speech *unggah-ungguh basa*. Ultimately, the CTL model using animated films fosters active student participation during the learning process.

To assess the efficacy of incorporating the Contextual Teaching Learning (CTL), an instructional approach with animated film media was administered to enhance the writing dialogue skills of elementary school students. The N-Gain test was administered. The N-Gain test is utilized to decide the increase in student learning results after learning using the CTL design with animated film media. The test results can be drawn in Table 10.

Table 10. N-Gain Descriptive Statistics Test

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	29	.20	.78	.4724	.13980
Ngain_Percent	29	20.00	77.78	47.2420	13.97992
Valid N (listwise)	29				

The N-gain test assesses the enhancement and efficacy of the learning design by comparing pre-test and post-test scores. As depicted in Table 9, the N-gain value stands at 0.4724, falling within the moderate range ($0.30 \leq g < 0.70$). Consequently, utilizing the CTL design supported by animated film media proves effective, given that the N-gain of student

learning results surpasses 0.3

Based on the data analysis, it was found that there is a significant improvement in students' writing skills when using the CTL (Contextual Teaching and Learning) model with animated film media compared to conventional teaching methods. The CTL model, supported by animated film media, enhances students'

ability to use vocabulary, spelling, punctuation, and to construct proper sentence structures in writing dialogues. Therefore, the CTL model with animated film media can improve the dialogue writing skills of fifth-grade students at Cimanggu 03 Elementary School.

Discussion

Using the Contextual Teaching Learning (CTL) model with animated film media yields better results in learning to write dialogue than conventional teaching models. This result is evident from comparing the average pre-test score of 45.03 and the average post-test score of 71.17, indicating a significant increase. Conventional teaching models in lectures appear less effective for dialogue learning. This result is also supported by research findings by Andrian et al. (2020), who asserted that the lecture method is less effective and efficient because it fails to capture students' interest in learning. The limitations of lecture-based conventional learning result in monotonous teaching without variation, leading to boredom among students during the learning process.

Furthermore, based on the hypothesis testing results, learning using the CTL instructional model with animated film media effectively improves the learning outcomes of fifth-grade students at Cimanggu 03 Public Elementary School. A significance value 0.000 indicates that this model effectively enhances student learning outcomes. Latifah et al. (2020), explained that the implementation of the CTL instructional model is effectively used to enhance mathematics learning outcomes, as evidenced by the data analysis results showing that the obtained t-test result ($9.100 > t\text{-table } (1.690)$), observed from the number of students passing the minimum competency level (MCL) (70.00), which amounted to 26 out of 35 students. The research conducted by Arini (2016) also demonstrated that CTL learning is quite effective in improving web programming learning outcomes, as evidenced by the

average N-gain score of 57%. This improvement increases students' motivation to learn and makes them more active in learning.

Implementing the CTL model mediated by animated films in teaching dialogue writing can make students more interested in learning. This condition is consistent with the study by Lago & Cruz (2021), which found that applying the CTL model can enhance student learning outcomes because the learning process is more active and enjoyable by connecting issues to everyday life. This research is further supported by Sujarwo (2021), who stated that the CTL learning model can make learning more exciting and enjoyable, as evidenced by high student enthusiasm. Findings from Putra & Muskhir (2020) also indicate that the CTL learning model, which actively involves students where learning is not solely teacher-centered, can lead to an increase in the average learning outcomes of students in electricity and electronics topics.

Using animated film media makes students more active in learning, impacting the learning outcomes of writing dialogue. This statement is consistent with research conducted by Adiati et al. (2023), which found that using animated film media in education can impact increasing student learning outcomes in science subjects. Previous research utilized the Systematic Literature Review (SLR) method, which involved reviewing literature from 10 previous studies to determine improved learning outcomes using animated film media in science subjects.

These findings are also consistent with the research of Khomaidah & Harjono (2019), which found that learning using animated film media can improve students' learning outcomes in science subjects by 15.22, as evidenced by a significance value of 0.002. Research by Hidayat & Sudibyo (2020), also showed similar results, indicating that animated film media can improve learning outcomes on living organism interactions by 23.98. The

improvement in learning outcomes through the use of animated film media will have an impact on the effectiveness of teaching implementation.

Implementing the CTL model combined with animated film media enhances students' interest in learning. Learning media using animated film media can significantly increase student motivation (Maya & Saragih, 2021). Additionally, this research is further supported by Pondoki et al. (2023), who stated that animation media also has advantages in teaching, including broader experiences, essential training, and more prominent correspondence, making learning more intuitive. Essentially, learning using animated film media can increase students' enthusiasm for critical thinking, and students will be more active in learning (Veres & Magdas, 2020). Thus, animated film media can enhance student learning outcomes.

The Contextual Teaching Learning (CTL) instructional model mediated by animated films is deemed effective and experiences significant improvement in the learning outcomes of fifth-grade Javanese language dialogue writing students at Cimanggu 03 Public Elementary School. The substantial increase in student learning outcomes using the CTL instructional model mediated by animated films for Javanese language dialogue writing is evident from 45.03 to 71.17. Considering the t-test result of $16.310 > t_{\text{table}}$ of 2.051, it can be concluded that the CTL instructional model with animated film media is highly effective in improving dialogue writing learning outcomes. Based on this presentation, implementing the Contextual Teaching Learning (CTL) model mediated by animated films can enhance the learning outcomes of Javanese language dialogue writing for fifth-grade students at Cimanggu 03 Public Elementary School.

CONCLUSIONS

According to the research results, it can be concluded that the utilize of Contextual Teaching Learning (CTL) with animated film media on the learning results of writing Javanese dialogue grade V at Cimanggu 03 State Elementary School is effective. This is evidenced by the *paired sample t-test* value of 0.000. The significance value indicates the data is less than the significance value of 0.05, so H_0 is rejected and H_a is approved, meaning there is a difference in effectiveness. This is also reinforced by the post-test results which obtained an average value of 71.17, while the pre-test obtained an average value of 45.03 and was supported by the N-gain value which indicated 0.4724 so that it was categorised as moderate ($0.30 \leq g < 0.70$). Therefore, the magnitude of the increase in student learning results in the ability to write dialogue by using the CTL design with animated films is 47.24%.

The learning outcomes demonstrate that the CTL (Contextual Teaching and Learning) model with animated film media effectively enhances dialogue writing skills. This is evidenced by the significant improvement in students' performance before and after using the CTL model with animated film media. Students became more enthusiastic and motivated in their learning, enabling them to write Javanese dialogues with correct vocabulary, spelling, punctuation, and sentence structure.

The findings of this study are anticipated to offer advantages for educators in implementing instruction, particularly in teaching Javanese dialogue writing at the elementary school level. Teachers can utilize the CTL instructional model and animated film media as supplementary tools for dialogue writing and other subjects and educational levels. Therefore, it is hoped that the utilization of the CTL learning design in conjunction with animated film resources will positively influence student academic performance.

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