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Enhancing Students' Ability to Write Personal Experiences in Sundanese Language through a Contextual Learning Approach

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ABSTRACT

Learning to write by using Sundanese language in Junior High School get to attention from Sundanese teacher. When learning to write personal experience, students always feel difficult especially in using language. The most of result, students writing problems are spelling, punctuation and diction of Sundanese language. This research to increase students' skill in writing personal experience through contextual approach. The method used in this research was classroom action research by combining qualitative and quantitative data and following Kemmis & Taggart's research model approach, which consists of 4 stages in each cycle, i.e., planning, action/implementation, observation, and reflection. Qualitative data was analyzed by describing the action research process and the quality of students' ability to write short stories through the contextual approach, while quantitative data was analyzed using percentages. This study showed an increase in the ability to write personal experiences through a contextual approach starting from pre-action, cycle 1, cycle 2, and cycle 3. Cycle I, there was an increase in the average writing score, which became writing skills, which became 73.4, the number of learners who reached the minimum cut-off score was 12 learners or 48% of the total number of learners. In Cycle II, the average score of the learners' writing skills increased again to 78.76, there were 19 (76%) learners who scored ≥ 75 , and in Cycle III, the average score of the learners' writing skills increased again to 84.64, all the learners met the KKM, where the lowest score was 77 and the highest score was 97. Finally, based on the research findings, the application of a contextual approach in writing personal experience with the Sundanese language makes the Sundanese language learning process more dynamic and fun.

Keywords: Writing Ability, Contextual Approach, Personal Experiences, Sundanese Language

INTRODUCTION

As a means of communication, language is categorized into three levels, i.e., regional languages, national languages, and international languages, based on how its use adapts to the circumstance and interactional settings. Regional language is a significant asset of a nation. However, the paradigm of society in the twenty-first century holds that foreign languages are more prestigious than national and regional languages. In other words, regional languages have the third highest usage priority after national and international languages (Widianto, 2018: 1).

A regional language is a language spoken by the residents of a certain region. Regional languages are the most intriguing among the three levels of language to study. It is because regional language is a source of enrichment for Indonesian as the state language within the context of national language policy and, in particular, their relationship with Indonesian as the national language (Rosmawaty, 2013: 200). Consequently, regional languages such as Permendikbud No. 79 of 2014 addressing local content where Sundanese is one of the courses taught in the West Java region.

The learning of Sundanese as a regional language is directed at developing students' oral and written communication skills. Sundanese language learning has four language skills called single chess. The four skills are listening, speaking, reading, and writing. These four skills are interrelated and complementary in communication activities. Widiyarto said that the four aspects of language skills are divided into two parts, i.e., receptive and productive skills. Receptive skills include listening and reading skills. In contrast, productive skills include writing and speaking skills (Widiyarto, 2017: 83).

Productive skills, such as writing and speaking, are essential, as is the breadth of language subject proficiency levels (Oktavia, 2019: 71). The presence of these competencies in the curriculum shows that writing and speaking skills are indispensable. There are various views and opinions about writing activities. Some people say that writing is a fun activity. On the other hand, few people say that writing is difficult, where writing involves the production of language to its readers. The ability to write includes the use of grammar and the delivery of ideas (Heaton, 1975: 135). According to Mc Crimmon in Slamet, agreed that writing is a challenging and complex activity because it needs to explore thoughts and feelings about a subject, choose things to write, and determine how to write them so that readers can understand them easily and clearly (Slamet, 2008: 141). Wahyuni and Ibrahim emphasize that writing involves various linguistic aspects, including punctuation and spelling, diction, sentence structuring, paragraph development, idea processing, and essay model development. Good writing is writing that is able to state something that has meaning for someone and provides evidence for what is said in writing. The clarity of the writing supports the meaningfulness of writing. Writing can be called clear writing if the reader can read steadily and capture the meaning in writing. A person needs to learn to string words or groups of words, choose words appropriate to the context, and then arrange them in sentences and paragraphs with language that readers easily understand (Wahyuni & Ibrahim, 2012: 63).

Armstrong explained that writing can improve a person's linguistic intelligence (Armstrong, 2002: 3). A person who has linguistic intelligence will be able to use and process words effectively both orally and in writing (Aksan, 2011: 15). In line with the above opinion, Gardner in Armstrong states that this linguistic intelligence is indicated by one's sensitivity to sound, structure, meaning, word function, and language (Armstrong, 2002: 3). Idris explained that in order for writing to be an easy and fun activity, one must have a mindset, namely (1) dare to dream and work hard, (2) not rely on excellent facilities, (3) not depend on talent, age, and level of education, (4) require motivation, (5) be good at managing time and fighting oneself, and (6) position oneself as a learner (Idris, 2013: 4–24).

Writing personal experiences is a form of narrative writing. Keraf defines narrative as a form of discourse whose primary object is an act that is woven and assembled into an event that occurs in a unity of time. This means that narrative is a form of discourse that seeks to describe clearly to the reader an event that has occurred (Keraf, 2001: 136). According to Keraf, the narrative structure can be seen from the elements that make it up, which include deeds, characterization, setting, plot, and point of view (Keraf, 2001: 145).

For the writing practice to be effective, Akhaidah et al., explained that the stages of writing are pre-writing, writing, and revision (Akhaidah et al, 2005: 2–3). Mc Crimmon and James describe the stages of writing, namely planning, drafting and developing it, and revision

(Crimmon & James, 1984: 10–11). Richards and Renandya complemented by adding three external stages in the writing process as a classroom activity carried out by the teacher: responding (sharing), evaluating, and post-writing. From the above statement, it can be concluded that the stages of writing consist of planning (pre-writing), drafting, responding, revision, editing, review, evaluation, and post-writing (Richards & Renandya, 2002: 316–319).

Larson (1989: 393), Kosasih (2006: 46), Hoetomo (2005: 659), Heffermen & Lincol (1994: 23), and Keraf (2001: 136) have the same understanding of a narrative essay, which is a result of writing that tells a series of events. The series of events is presented by the first or third characters who tell the characters' actions. In the story, the time sequence is the main irreplaceable factor.

Based on the above explanation, it can be inferred that the series in writing personal experiences refers to recounting experiences or events that have been experienced in the form of writing that follows the chronology of the events and is intended to be read by readers. It contains multiple aspects: action, character, plot setting, and point of view. Learning to write using the Sundanese language in Junior High School needs attention from teachers of Sundanese language subjects. When faced with learning writing from personal experiences, students always have difficulties, especially in the use of language. The results of students' writing are primarily weak in the problem of using spelling and punctuation and using Sundanese diction. Few students find it challenging to use the Sundanese language because the students in the school are not from the Sundanese tribe. They had difficulty applying the rules of the Sundanese language. In addition, during writing learning, students pay less attention to the rules and completeness of the elements of personal experience stories, causing weak personal experience writing skills. The weakness of students' skills in writing personal experience is that some students do not understand and do not like learning the Sundanese language. This is a challenge for researchers, students likely feel bored and uninterested in learning models that are not innovative and less creative, lack of use or use of learning media that eventually learning is not exciting, and students become passive. So far, the allocation of writing learning time in schools is relatively small, causing students' writing skills to be less than optimal.

Based on the observations of the researcher who is a Sundanese language teacher at SMP Al-Azhar Syifa Budi Cibubur, it turns out that students' writing skills, especially writing personal experiences using Sundanese, are not satisfactory. The benchmark for teaching success is based on the score of 75 for classical learning completeness has not been achieved. The results of the tests held to write personal experiences obtained data of completeness are: class VII.1 = 45% of 20 students; class VII.2 = 72% of 21 students, and VII.3 = 67% of 21 students. The data was taken based on the completeness of writing personal experiences of seventh-grade students in the academic year of 2016/2017. Based on the results of the tests, writing personal experiences still appears weak and needs improvement, many students have difficulty organizing their personal experiences into a coherent narrative. Students are weak in using the proper Sundanese language. Common problems include grammatical errors, improper use of vocabulary, and sentence structure issues. This is due to several factors, the low ability of students to use Sundanese, considering that students in these schools are not native Sundanese speakers, even Sundanese is considered a foreign language so that there is a lack of understanding of Sundanese vocabulary, and students' difficulties in understanding the material taught, lack of Sundanese language lesson hours. So that students need to increase their vocabulary by reading a lot of Sundanese texts, so that students will easily compose Sundanese sentences.

It is evident from the data that learning to write personal experiences in Sundanese at school is unsatisfactory. Students in these schools are not native speakers of Sundanese; Sundanese is regarded as a new language. Therefore, there is a lack of comprehension of Sundanese terminology; students have difficulty understanding the subject, and there are not

enough hours of Sundanese language instruction. Due to the placement of regional languages in local content subjects, the number of available hours for teaching and learning Sundanese is minimal, resulting in a deficiency of quantity. Each week, the institution offers only a 30-minute Sundanese language class. In fact, according to the relevant curriculum, junior high school Sundanese language classes should last for forty minutes. Education units in the regions devote at least two lesson hours per week to studying regional language and literature, the lack of various learning techniques adopted by teachers, or the inappropriateness of learning approaches utilized in teaching and learning activities. This diminishes students' capacity to comprehend the theory and practice of writing personal experiences.

The approach to learning contributes the most to the success of writing personal experiences among the aforementioned factors. The approach to learning utilized thus far is still a standard one. According to Zulela (2014: 84), the approach employed by instructors to teach writing is flawed because it is based solely on textbooks. Instead, teachers tend to provide examples and instructions. This method of teaching is regarded as quite tedious. For learning to write about personal experiences to be ideal, teachers must be more inventive in using methods that encourage students to be more active and imaginative. The instructor employs the learning strategy in learning activities to make subject matter delivery receptive, efficient, and enjoyable. Therefore, a teacher must know and employ all possible methods throughout the teaching and learning process. The contextual approach, or Contextual Teaching and Learning (CTL), is one of the possible approaches. Writing personal experiences using a contextual approach enhances the teacher's role as a facilitator in guiding students to create their knowledge to become the intelligent, creative, and inventive individuals expected by 21st-century education (Suryawati & Osman, 2017: 62). CTL encourages students to actively engage in learning by connecting academic content to real-life situations, making learning more meaningful and relevant. In writing personal experiences, students can draw from their life events, improving their ability to reflect and express themselves creatively. The current research on improving students' ability to write personal experiences using the CTL approach builds upon existing studies but applies it specifically to the Sundanese language and the unique cultural context.

Some relevant studies related to learning with contextual approaches have been conducted by Ade (Hikmat, 2009), Padmi (Padmi, 2017), Triyanto (Triyanto, 2024), all of the previous studies revealed that the contextual approach in writing short stories has a positive impact. Although previous studies conducted by Ade, Padmi, and Triyanto have shown the positive impact of the contextual approach in writing short stories, this study makes a new contribution by focusing on Sundanese language, local vocabulary development, delivery of Sundanese cultural moral values, as well as a study of creativity and sustainable development in writing skills. Thus, this study provides a new, more specific perspective in the context of local language education and culture-based learning.

According to Wahyuningsih (2017: 133), this approach does not belong solely to the class of talented people in writing, but with earnest practice, those skills can be possessed by anyone. Writing skills are a learning process that requires perseverance to practice; the more diligently you practice, the writing skills will continue to improve. Then, to achieve this aim, the present study was guided by the following research questions:

1. What is the learning process to improve the ability to write personal experiences through a contextual approach in grade VII students of Al Azhar Syifa Budi Cibubur Junior High School in the field of Sundanese language studies?
2. Can the contextual approach improve the ability to write personal experiences in grade VII students of Al Azhar Syifa Budi Cibubur Junior High School in the field of Sundanese language studies?

METHOD

Action research is carried out through self-reflective spirals, namely repetitive cycle spirals, which include: planning, acting, observing, reflecting, replanning, and so on. The cycle consists of four steps repeated to form a spiral: the re-formulation of the plan, the improvement of actions, the search for more facts, and the reanalysis.

This classroom action research procedure was carried out by following Kemmis & Taggart's model emphasizing the inquiry process (Hopkins, 2011: 48). The reason for choosing the action research model is considering the importance of the deep learning concept contained in Kemmis & Taggart's action research model.

The researcher claims that the research model stresses student-centered learning (SCL). Students are allowed to explore their talents through real-world experiences and circumstances (inquiry process) to discover the meaning of active and independent learning. Therefore, it is vital to consider how to inspire student inquiry during the planning stage. At the implementation stage, students are encouraged to ask questions actively. Students can discover answers to their questions through asking techniques. During the observation phase, the observer observes and records events during learning activities, questions posed by students, and written opinions of learning in a diary book. In the reflection phase, teachers must consider how they taught in a way that was aimed at achieving the desired outcomes despite the obstacles encountered.

Data is collected on every activity, situation, or event related to the research actions carried out. Quantitative data collection was carried out by conducting written tests, namely personal experience writing tests, while qualitative data collection techniques were carried out by conducting observations, interviews, student journal writing, and collecting documentation. In this study, the types of instruments used were tests and non-tests. The test instrument consists of a personal experience writing test, while the non-test instrument consists of observation guidelines, student journals, interview guidelines, and documentation. The research instruments were developed based on writing personal experiences from various theories.

This study employed three cycles, each of which included Planning, Action, Observation, and Reflection. This study included 25 students from the 7th grade of SMP Al Azhar Syifa Budi Cibubur in the academic year 2018/2019. This research data is divided into two categories: qualitative data and quantitative data. The outcomes of students' journal writing, interviews, observations, and documentation are used to generate qualitative data. Meanwhile, quantitative data was obtained from a written test on writing personal experiences.

The success indicators used in this study are characterized by changes towards improvement related to the learning atmosphere and student learning outcomes. The success indicators of this research are process success indicators and outcome success indicators. The process success indicator is seen from the development of the learning process of writing personal experiences with a contextual approach which is increasing every cycle. This analysis was carried out by describing the results that occurred during the class action process in each cycle that occurred seen from the principles of the contextual approach, namely constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment. While the indicators of success of the results are based on the value of the ability to write personal experiences with contextual approaches equal to or above the KKM standard value (75), the average value of the ability to write personal experiences with contextual approaches increases in each cycle, and the categorization of the ability to write personal experiences with contextual approaches has increased in each category in each cycle.

RESULTS AND DISCUSSION

Results

Experiences through a contextual approach in the 7th-grade students of SMP Al-Azhar Syifa Budi Cibubur in the academic year of 2018/2019 are as follows. (1) a description of the improvement of the ability to write personal experiences per student, (2) a description of the improvement of the ability to write personal experiences based on categorization, and (3) a description of the analysis of the increase in the average score of the assessment.

1. Students' Initial Ability to Write Personal Experiences

Based on observations made throughout the pre-action implementation stage, it is clear that many students still do not grasp how to compose a decent personal experience and utilize the proper Sundanese language. Students' use of Sundanese is still limited; numerous terms are repeated, making the story less fascinating. It is also not uncommon for some students to stop writing for a moment because they have run out of ideas to finish the story. Students who have already learned how to write personal experiences in elementary school can compose their stories promptly. Similarly, students with excellent Sundanese vocabulary are able to compose words based on context.

The observation reveals that students' comprehension of the subject matter of writing personal experiences is still insufficient. Student curiosity is demonstrated by a large number of questions asked. This will assist students in developing learning inquiry patterns. The constructivist element of the students is not fully developed. Students still require a deeper understanding of writing about their own experiences. Students will utilize this information as a reference while writing about their personal experiences, enabling them to do it appropriately and effectively. By assigning reading and requiring students to synthesize the information they have received from various sources, teachers must aid students in expanding their knowledge. Thus, when students are requested to write again about their personal experiences, they are not left with no knowledge.

Students must be trained to absorb life values in their short story writing and conceptual knowledge of writing personal experiences. Students are encouraged to think critically and creatively to identify moral values in their life experiences and use creativity to incorporate these moral principles into interesting writing.

Starting with the results acquired by each student, the average score and the categorization characteristics were used to indicate the level of ability to write about personal experiences using a contextual approach. The assessment was carried out by two people—the researcher and the collaborator—so that the obtained score could be considered more objectively.

The research results on the ability to write personal experiences using a contextual approach among seventhth-grade students of SMP Al Azhar Syifa Budi Cibubur, Cileungsi, during the academic year of 2018/2019 include the findings of an analysis of aspects of the students' writing ability. In addition, the findings of this study demonstrate the efficacy of learning to write personal experiences through a contextual approach as evidenced by pre-action data, the implementation of cycle 1, the implementation of cycle 2, and the implementation of cycle 3 by comparing their respective differences.

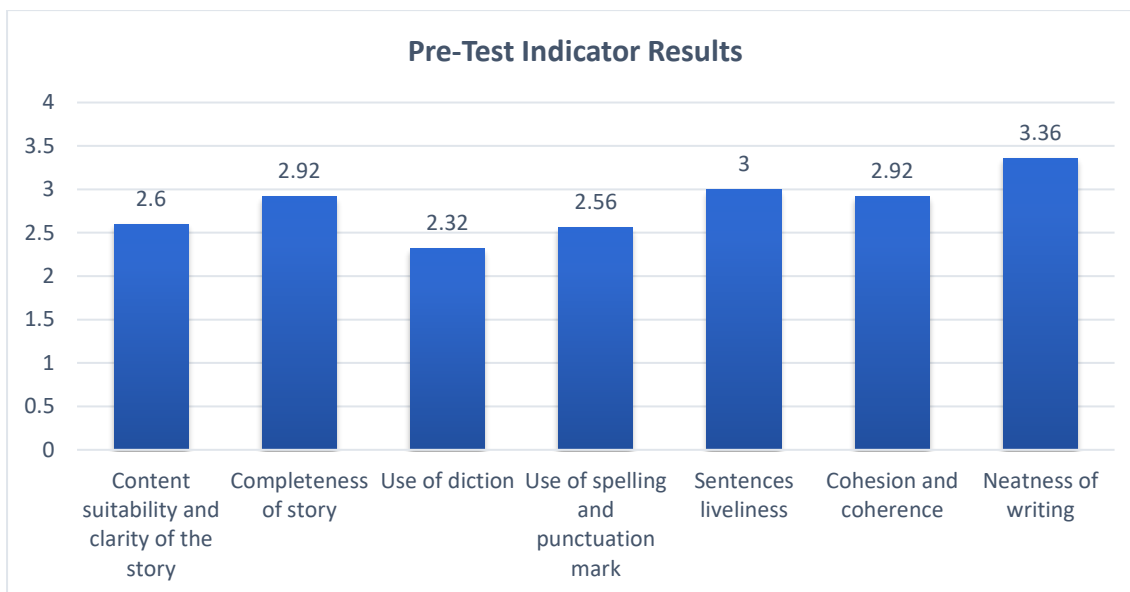


Figure 1. Pre-Test Indicator Results

The following figure depicts the importance of students' initial ability to write personal experiences prior to the entire action.

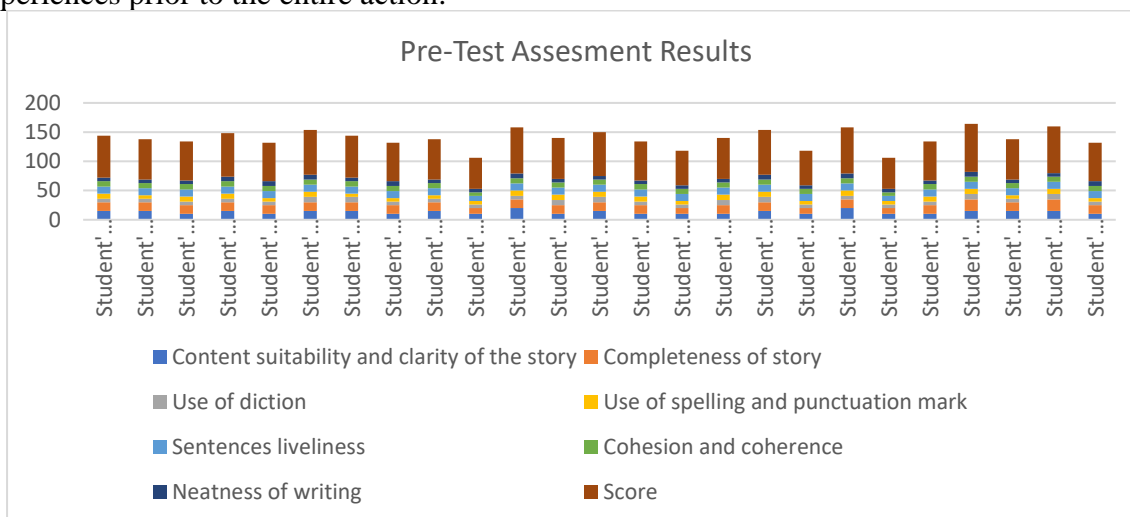


Figure 2. Students' Pre-Test Assessment Results

The data was acquired from the learner's initial writing test score before the action was administered. In addition, the researcher examined and evaluated the test results using the assessment guidelines for writing personal experiences. In addition, the collaborator did the assessment using the same assessment procedures. This was performed to determine the level of existing validity.

Based on the findings of the pre-test analysis, it was revealed that (a) students struggle to utilize Sundanese diction, (b) students, in general, do not comprehend the use of spelling and punctuation, and (c) few are familiar with the organization in writing personal experiences. Based on these findings, the researcher undertook a study to measure students' ability to write personal experiences using a contextual method.

2. Improved Ability to Write Personal Experience

Cycle I

Cycle 1 was held in three meetings. The researcher carried out learning designs in this cycle using a contextual approach to writing personal experiences. In cycle 1, students must

understand the content of the personal experience text, capture the meaning of the personal experience text, and write the personal experience text.

The researcher and collaborative partner conducted observation during the learning of cycle 1. The teacher and the students who received action were the focus of observation. Objects of observation include the method in which the teacher teaches the students and the students' learning activities. During this observation stage, the researcher functions as a teacher and the collaborator as an observer. Additionally, the researcher and the collaborator observed students together.

From the results of observations and reflections in cycle 1, it is known that students do not comprehend the completeness of the elements of the how story (how the sequence of events was experienced) or what is commonly referred to as the plot. Furthermore, the students have demonstrated a lack of proficiency in the selection of diction and the use of spelling and punctuation.

The researcher recognizes that there are still some issues to be resolved. Therefore, the results of researchers' reflections are taken into account when planning actions in cycle 2 so that the learning process can be carried out properly and optimal learning outcomes can be achieved.

According to the final test results for the first cycle, one student (4%) scored 85-100, twenty students (80%) scored 69-84, four students (16%) scored 54-68, and no student (0%) scored 0-53. The average score on the post-test for the first cycle was 73,4.

Regarding assessment aspects, after the first cycle of learning, the average score of content suitability and story clarity was 2.72 (68). The completeness aspect of the story was 2.96 (74). The aspect of diction use was 2.68 (67). Aspects of spelling and punctuation use were 2.84 (71). The sentence effectiveness aspect was 3.08 (77). The cohesion and coherence aspect was 3.16 (79), and the writing tidiness aspect was 3.6 (90). Based on the average percentage, aspects of sentence structure and grammatical aspects have low scores compared to other values. This means that grammar, word choice, and punctuation require more attention.

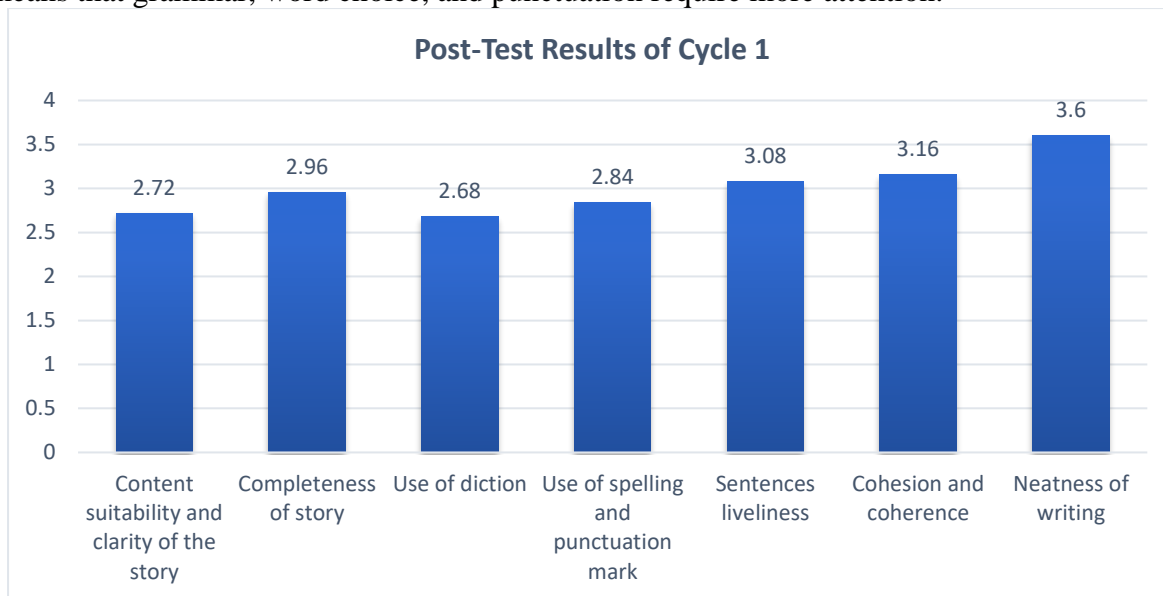


Figure 3. Post-Test Results of Cycle 1 for Each Indicator

The scores of students' ability to write personal experiences after the implementation of actions in cycle 1 as a whole can be seen in the following figure.

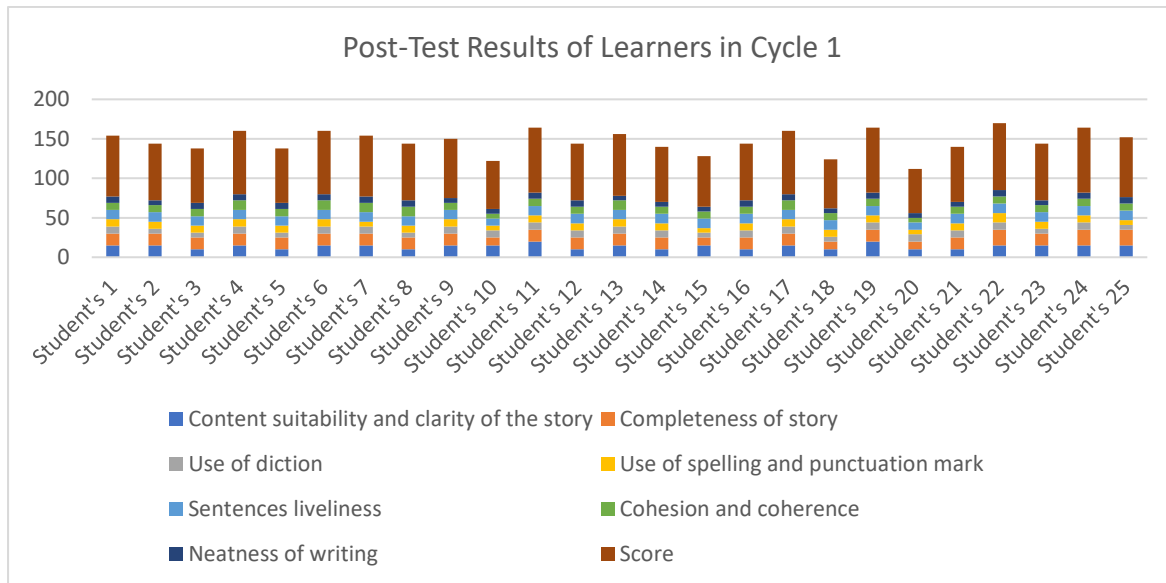


Figure 4. Post-Test Results of Learners in Cycle 1

The results of writing on personal experience are significantly improved. The average score for writing ability was 73,4, with an excellent category. However, the success indicator has not yet reached 75%.

The researcher can conclude that cycle 1 actions were successful based on the overall outcomes of the reflection on learning that has been conducted. Students can enthusiastically follow the learning process. However, it still does not reach 75% of students who have completed. Therefore, it was determined that the researcher would go to cycle 2.

Cycle II

In this observation stage of the second cycle, the researcher functions as a teacher while the collaborator acts as an observer. The researcher and the collaborator also observed students together. Students were able to determine the type of personal experience they read based on their reflections. In addition, students have been able to summarize personal experiences according to the writing component of personal experience. However, it turns out that some students continue to struggle with the use of diction (Sundanese grammar).

In terms of quantity, it is known that the average score attained following the second cycle's learning action is 78.76. The students' test scores increased by 5.36 points, from 73.4 to 78.76. The test results revealed that 24 percent of the students scored between 85 and 100, while 72 percent scored between 69 and 84, one student scored between 54 and 68, and none scored between 0 and 53. The average score on the post-test for cycle 2 was 73,4. This outcome increases since the action's success indicators can be effectively achieved.

In terms of assessment aspects, after the second learning cycle, the average score of content suitability and story clarity was 2.96 (74). The completeness aspect of the story was 3.24 (81). The aspect of diction use was 2.92 (73). Aspects of spelling and punctuation were 3.28 (82). The sentence effectiveness aspect is 3.12 (78). The cohesion and coherence aspect were 3.24 (81), and the writing tidiness aspect was 3.8 (95). Based on the average percentage, the grammatical aspect scores less than other values. This means that the grammatical aspect needs more attention. Therefore, it was decided that the researcher would continue in cycle 3.

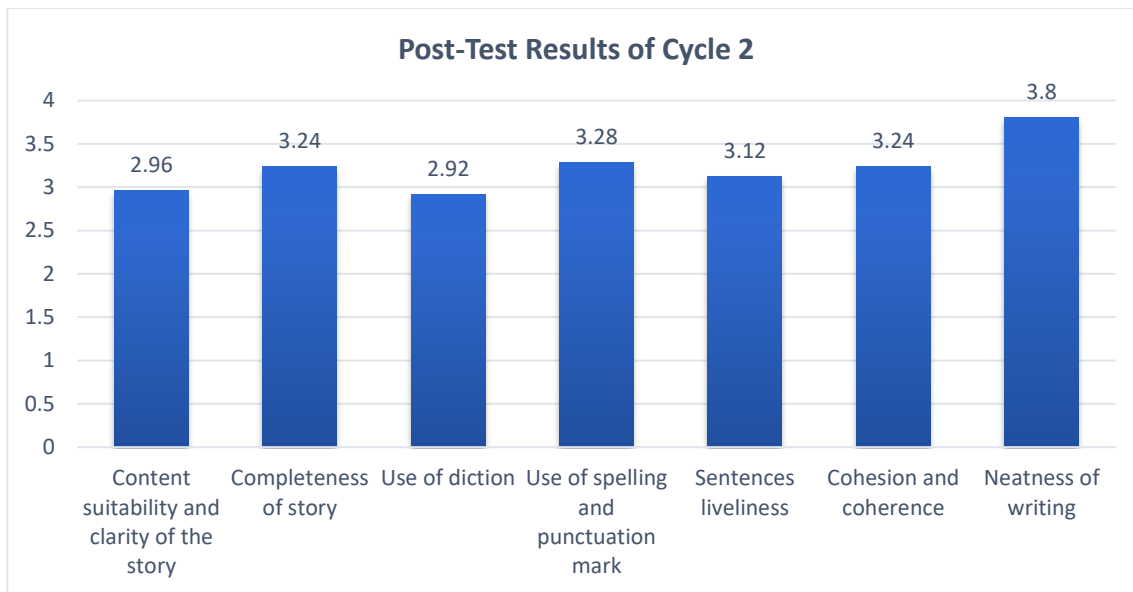


Figure 5. Post-Test Results of Cycle 2 for Each Indicator

The value of learners' ability to write personal experiences after the actions of cycle 2 as a whole can be seen in the following figure.

Figure 6. Post-Test Results of Learners in Cycle 2

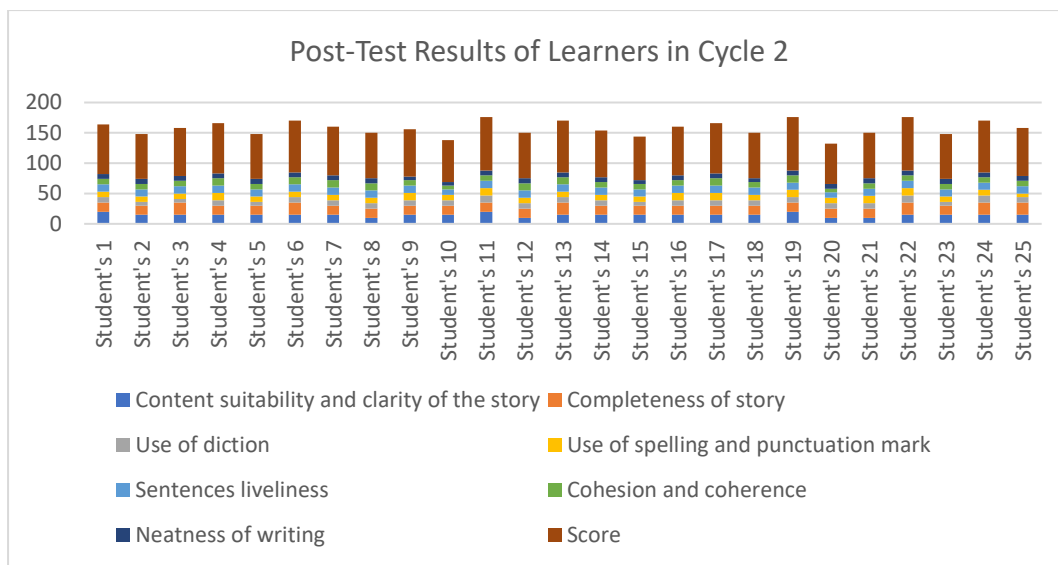


Figure 6. Post-Test Results of Learners in Cycle 2

The students' ability to write about personal experiences improves significantly. In the good category, the average writing ability score obtained was 78.76. However, the success indication has not yet reached 75%.

The researcher can conclude that the actions in cycles 1 and 2 were successful based on the outcomes of the reflection on learning that has been conducted. Students can enthusiastically follow the learning process. However, it still does not reach 75% of students who have completed. As a result, it was determined that the researcher would go to cycle 3.

Cycle III

It is known, as a consequence of the findings of the reflections on cycle 3, that students have started to be enthusiastic and active throughout the time that they are learning. They took turns editing one another's writing.

The test results revealed a 5.88-point increase in student scores from cycle 2 to cycle 3, from 78.76 to 84.64. The test results revealed that eleven students (44%) scored 85-100, with a maximum score of 97, and fourteen students (56%) scored 69-84, with the lowest score of 77. Cycle 3 had an average post-test score of 84.64. This outcome is satisfactory for the researcher because the indicators of the action's success can be achieved very well.

In terms of assessment aspects, after the learning action of cycle 3, the average score of aspects of content suitability and clarity of story was 3.24 (81). The completeness aspect of the story was 3.6 (90). The aspect of diction use was 3.16 (79). Aspects of spelling and punctuation use were 3.44 (86). The sentence effectiveness aspect is 3.28 (82). The cohesion and coherence aspect were 3.52 (88), and the writing tidiness aspect was 3.96 (99).

The researcher can conclude that the actions on cycle III went successfully based on the overall outcomes of the learning reflections. Students can engage in the learning process with enthusiasm and motivation. Furthermore, the reflection findings demonstrate that all indicators of the action's success have been achieved. Even though the results of the writing exam in cycle III showed that up to 100% of students met the minimum completeness, it was decided that the research would be terminated.

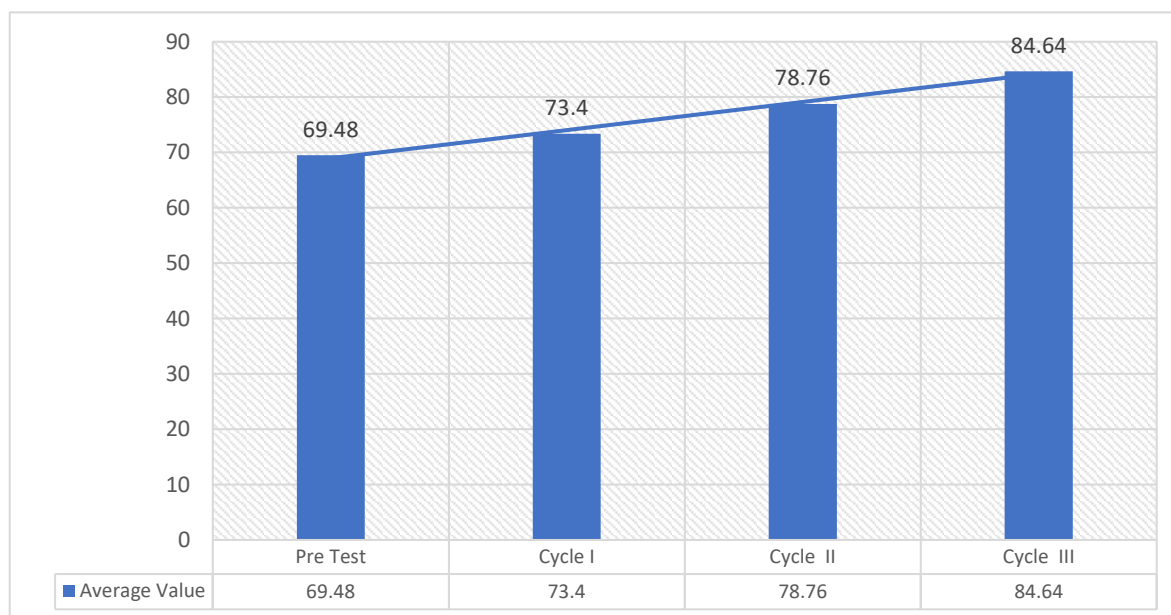


Figure 7. The Level of Students' Ability to Write Sundanese Personal Experience in Pre-Action, Cycle 1, Cycle 2, and cycle 3

Based on the figure above, compared with the results of cycle 1 learning actions, the results of cycle 2 and 2 learning actions have increased from 73.4 to 84.64. In cycle 3, there are no obstacles, and it seems that students understand and are more enthusiastic about the learning material presented. The improvement of the results of each aspect of the assessment is as follows.

- 1) The suitability of the content and clarity of the story initially obtained an average score of 2.6% increased to 3.24%.
- 2) The completeness of the story elements initially only obtained an average score of 2.92% which increased to 3.6%.

- 3) The use of diction initially only obtained an average value of 2.32% increased to 3.16%.
- 4) The use of spelling and punctuation initially only obtained an average value of 2.56% increased to 3.44%.
- 5) The effectiveness of the sentence initially only obtained an average value of 3% increased to 3.28%.
- 6) Cohesion and coherence initially obtained only an average value of 2.92% increased to 3.52%.
- 7) The tidiness of the writing initially only obtained an average score of 3.36% increased to 3.96%.

Based on data analysis, the students' ability to write about personal experiences in the Sundanese language using a contextual approach in the seventh grade at SMP Al-Azhar Syifa Budi Cibubur has improved all aspects of the assessment. This demonstrates that student response to the learning process is more enthusiastic and that the outcomes are very satisfying. The researcher concluded that the writing skills of personal experiences in the Sundanese language through a contextual approach have excellent effects on the learning process and enhanced learning outcomes.

Discussion

The improvement in the ability of seventh grade students at Al-Azhar Syifa Budi Cibubur Junior High School to write about personal experiences in Sundanese through a contextual approach shows significant learning success. Every aspect of the assessment, including grammar, vocabulary, fluency, and content relevance, improved. This indicates that the students are more enthusiastic in responding to the applied learning method. Contextual learning encourages students to relate personal experiences to the material they are learning so that they can better understand and engage with the writing process.

The results of the action of personal experience writing skills through contextual approaches in cycle I, cycle II, and cycle III were perfect. This finding is supported by previous studies, such as those conducted by Saprudin and Padmi (Padmi, 2017), which highlighted the effectiveness of a contextual approach in improving short story writing skills in high school students. Although these studies focused on short stories, similar findings also apply in the context of writing personal experiences. The positive effect of the contextual approach is seen in the learning process, which is more relevant, interactive, and based on real experiences, thus increasing students' motivation and skills in writing. According to Contextual Teaching and Learning theory, students understand material more easily when they are able to relate it to their daily life experiences (Jayanti & Rozimela, 2022). This approach integrates new knowledge into real experiences relevant to students' lives, which makes learning more meaningful (Lestari, Boeriswati, & Dhieni, 2024). In the context of writing, students are invited to reflect on personal experiences and express them in Sundanese, which also encourages the preservation of the local language.

The improvement of personal experience writing skills using a contextual approach is the main thing in this research. Based on the findings, using a contextual approach in writing can affect the ability and attitude of students to participate in the learning process of personal experience material. Learners not only experienced an increase in content mastery, but also in aspects of grammar, vocabulary, text structure, and punctuation writing contained in the assessment aspects of writing skills (Toba, Noor, & Sanu, 2019). The contextual approach in teaching local languages increases students' motivation to learn the language, as they see the direct relevance between the language and their lives. Thus, this approach not only improves writing skills but also fosters awareness of the importance of local culture.

Writing personal experiences through a contextual approach emphasises the full involvement of students in the process of inquiry, meaningful learning by linking the relevance

of the material to real-life values, implementation of learning through personal experiences, and implementation of learning through personal experiences. Real life values, implementation of learning through experience. Contextual learning patterns are implemented in every step of learning, namely in the introductory activities, the core activities and the concluding activities of learning. The most interesting thing here is that the local language, Sundanese, has values that are closely related to the students' lives, such as the use of language identical to manners.

CONCLUSION

Based on the research findings, it is possible to conclude that learning to write personal experiences in the Sundanese language through a contextual approach can improve the learning process and students' writing skills. The researcher concluded that the use of contextual approach in learning to write personal experiences plays an important role in improving students' writing skills. This method is proven effective in improving learning outcomes, enriching students' experiences, and making learning more meaningful and sustainable.

Learners actively participate in the learning process in the classroom. Activities are more student-centered, while teachers act as motivators and facilitators. Students' ability to write about personal experiences in the Sundanese language improves significantly after implementing a contextual approach. In the first test, most of the learners were not able to write personal experiences in Sundanese due to limited understanding of personal experiences properly and correctly based on suitability of content and clarity of the story, completeness of the story, use of diction, sentence effectiveness, and cohesion and coherence in writing personal experiences. Thus, the scoring results using the writing assessment rubric only resulted in an average of 69.48, only 7 out of 25 learners scored ≥ 75 or the same as the writing rubric. The learners who scored ≥ 75 or equal represented 28% of the learners who met the minimum completion criteria. Furthermore, at the end of the implementation of Cycle I, there was an increase in the average writing score, which became writing skills, which became 73.4, the number of learners who reached the minimum cut-off score was 12 learners or 48% of the total number of learners. In Cycle II, the average score of the learners' writing skills increased again to 78.76, there were 19 (76%) learners who scored ≥ 75 , and in Cycle III, the average score of the learners' writing skills increased again to 84.64, all the learners met the KKM, where the lowest score was 77 and the highest score was 97. Finally, based on the research findings, the application of a contextual approach in writing personal experience with the Sundanese language makes the Sundanese language learning process more dynamic and fun.

Nevertheless, the researchers believe that this study can still provide enough evidence to make some recommendations for actions that can be taken by parties involved in language learning, especially Sundanese. First, policy makers are advised to explicitly include local content in the materials used for Sundanese language. This is expected to develop students' awareness in learning the local language. Second, it is important for Sundanese language teachers to constantly hone students' skills in writing Sundanese personal experiences. Because writing is one of the language skills that is very difficult to learn. When, there is a need for language learning innovations that involve student activeness in the learning process.

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