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## Adopting Contextual Teaching and Learning Model in Creative Writing

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### Abstract

The aim is to implement the contextual teaching and learning (CTL) model in creative writing classes for students in higher education. The background is that students need help finding ideas, topics and themes relevant to their writing, especially in writing poetry and short story. The pre-experimental research is used with one group pre-test and post-test. The sample is thirty students, which used simple random sampling to select the sample. Assessment criteria for poetry and a short story are used to check the quality of students' creative writing. The questionnaire is used to know students' perceptions of applying CTL in creative writing. The author used t-tests and descriptive statistics as data analysis in this research. The result showed that contextual teaching and learning influenced students' learning outcomes and motivation and improved the production of writing poetry and short stories. Students believe that CTL helps them find the ideas, topics and themes related to their daily life and experience in the creative writing class.

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## 1. Introduction

21st-century skills are closely related to language learning, especially in learning English. To develop English learning, teachers must combine 21st-century skills with the abilities students need, hoping that learning English can encourage students to think critically, creatively, innovatively, communicatively, and collaboratively according to the demands of 21st-century skills. The ability to learn English consists of the ability to communicate orally and in writing.

The ability to communicate orally is oriented towards improving language learning. One way is to increase self-confidence. In addition, making eye contact when talking to other people and using the right gestures can also help improve verbal communication skills.

The capacity to communicate in writing, meanwhile, is focused on enhancing students' written communication in language learning through the use of assignments related to writing. In the context of 21st-century skills, written communication skills encourage students to be able to express ideas and opinions effectively, understand information from various sources and express themselves effectively in written form. The role of the teacher is needed to

provide appropriate and appropriate feedback so that it becomes the motivation for students to improve their written communication skills.

In addition, to encourage students' written communication skills, teachers can utilize literary works such as poetry and short stories to stimulate students to express ideas and themselves in written form in the form of poetry and short stories. Poetry and short stories are two forms of literary works that can be used to communicate ideas and feelings in written form.

However, in writing class, the researcher found that students still found it challenging to write, especially in the context of writing poetry and short stories. Several students said that it took much work to develop ideas that could be used to write poetry and short stories. On the other hand, the analysis of student writing in poetry and short stories shows that the topics used for writing poetry and short stories still need to be relevant and understand the context of the resulting writing. For example, students use the “snow”, “spring”, and “Halloween”, which they have never encountered or experienced. Therefore, there is a need for a breakthrough that can encourage students to develop ideas, write and produce relevant writing based on their daily lives.

Contextual Teaching and Learning (CTL) is a learning model that seeks to aid students in comprehending instructional content and relating it to their everyday lives. This method facilitates the pursuit, management, and discovery of learning experiences that are more concrete and relevant to students' actual lives. In addition, Contextual Teaching and Learning (CTL) is a holistic learning model that connects lessons to students' daily lives. (personal, social and cultural contexts). The contextual teaching and learning model enhances learning activities (Hasnah, 2020). CTL applies 7 principles, namely: constructivism, questioning, inquiry, learning community, modeling, authentic assessment, and reflection (Arianto, 2011).

Several studies revealed the implementation of CTL (Contextual Teaching and Learning) in teaching English. The research from (Fitria et al., 2022; Hasani, 2016; Ratnawati & Romansyah, 2022) revealed that the Contextual teaching and learning model can improve student learning outcomes; the contextual learning model improves critical thinking that significantly influences argumentative writing skills and increases interaction between teacher-students which makes the language class more attractive. In addition, Contextual Teaching and Learning are also adopted in the literature classroom, which was revealed through some studies. Research from (Br Sinuraya et al., 2020) specially in poetry reading which the product was perfect criteria. Furthermore, (Herlina & Yessi, 2021; Hyun et al., 2020; Malo, 2019; Nurhasanah & Yaba, 2020; Pratama et al., 2019; Subagiharti, 2018) revealed that Contextual Teaching and Learning influenced students' learning outcomes in writing class and improved students' writing ability in creative writing, especially writing poetry. Mostly, these studies were adopted in schools in which the sample were students in elementary and senior high school. However, the previous research did not reveal the implementation of CTL in creative writing for the students in higher education. Therefore, this gap is fulfilled by the author through conducting this research.

In conclusion, how does applying the Contextual Teaching and Learning approach affect students' ability in creative writing?. The purpose of this study was to determine the effect of applying the Contextual Teaching and Learning approach to students' ability to creative writing. This research is expected to benefit developing curriculum and teaching methods higher education, especially in teaching literature. This research can also provide information and suggestions for teachers to improve students' ability to write poetry and short stories by applying the Contextual Teaching and Learning approach. In addition, this research can contribute to developing science and research in education.

## **2. Literature Review**

### **2.1. Contextual teaching and learning**

Contextual Teaching and Learning (CTL) is a system that synchronizes concepts and practices with the way nature functions. CTL can help students associate academic learning with the context of daily life, the environment, and the real world, so that they can comprehend the significance of the class's understanding (Astuti, 2021; Hyun et al., 2020; Indrilla, 2018). CTL applies 7 principles, namely: constructivism, questioning, inquiry, learning community, modeling, authentic assessment, and reflection (Arianto, 2011)

#### **1. Constructivism**

Constructivism is the foundation for CTL thought. Students will develop new knowledge by relating acquired knowledge to actual knowledge. By establishing connections between knowledge and experience, students will acquire information more efficiently. Constructivism can be applied to CTL by having students write skeletons or tell tales about learning and their experiences.. Constructivist methods of thinking aid students in establishing connections between concepts and practices, thereby making their knowledge real and applicable (Richards & Rodgers, 2014)

#### **2. Inquiry**

Inquiry motivates students to find something that is more significant than knowledge or skills gained by recalling concepts, facts, and information. Formulating issues, observing, analyzing, and presenting help students think creatively and critically to find deeper meaning and solve real-life problems.(Subagiharti, 2018)

#### **3. Questioning**

Questioning helps students find knowledge, confirm what is known, and focus on what is unknown. Questioning helps students think critically and creatively to fix problems.(Brown, 2000; Indrilla, 2018)

#### **4. Learning Community**

Learning Community allows autonomous, real-world learning. Students should interact in multiple ways. Community groups help students learn and apply ideas. Every learner learns from others and can teach others.(Malo, 2019; Richards & Rodgers, 2014)

#### **5. Modeling**

Diverse sources teach students. Community leaders, artists, athletes, missionaries, clergymen, and doctors. Experienced models can inspire students. Modeling helps students create more precise and realistic ideas and practices..(Amsari et al., 2022)

#### **6. Reflection**

Reflection is the process of gaining expertise and understanding through the reordering of past or past events. Students can expand their meaningful knowledge through interaction and reflection on previously acquired experiences.(Brown, 2000; Rusman, 2014)

#### **7. Authentic Assessment**

Authentic Assessment evaluates the process of collecting varied data from student learning progressions. Authentic assessment emphasizes students' ability to show their learning results in a meaningful, accurate, and creative way. Students' finding, asking,

explaining, describing, contemplating, and decision-making skills are also assessed. (Griffith, 2014; Richard, I, 2009; Richards & Rodgers, 2014)

## 2.2 Creative Writing

Creative writing is a form of writing that enables authors to convey their imagination and creative ideas through the written word.(Ginting et al., 2020). Creative writing improves students' general writing abilities. Writing is required at all levels of a student's education and is not restricted to language and literature alone.This accomplishes the goal of writing programs, which is to enable students to produce a variety of writings. (Adam & Babiker, 2015; Adiatmana & Hassan, 2022). Poetry and brief stories are examples of creative writing. Poetry and short stories are creative forms that enable authors to express their emotions and ideas through the use of beautiful and significant language.

(Williams, 2017) stated that Students write stories and poetry to foster artistic expressions, examine writing's functions and value, inspire imagination, clear thinking, seek for identity, and practice to read and write.

## 2. Research Method

This research is pre experimental research, with the research design being one group pre-test and post-test design(Mulyatiningsih, 2011; Sugiyono, 2019). This design was used to know whether there is an influence of Contextual teaching and learning in improving students' creative writing.

Table 3.1  
*One group pre-test and post-test design*

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2

O1 : Pre-test

O2 : Post-test

X : Treatment (implementation of Contextual Teaching and Learning)

The research procedure was in the pre-test stage, the author will teach how to write poetry and short stories without using any method. After that, the author taught contextual teaching and learning in the treatment stage. Next, in the post test stage, the author told students to write poetry and short story.

The population was 60 students in the second semester in English Department, STKIP Al Maksum Langkat. To determine the sample, the author used simple random sampling(Ary, 2010; Sugiyono, 2019); therefore, 30 students were chosen as the sample of this research.

The data collection procedure consists of writing test and questionnaire. The indicators of writing test were taken from expert in poetry and short story. To analyze the quality of poetry , the author used these indicators of assessment proposed by (Yuliantoro, 2018)

**Table 3.1**  
**Poetry Writing Skills Test Assessment Criteria**

No	Aspect	Indicator	Score
1.	diction	<b>Good:</b> the use of diction according to the situation used in poetry.	8 - 10
		<b>Moderate:</b> the use of diction is not in accordance with the situation described in the poem.	4 - 7
		<b>Less:</b> the use of diction does not match the situation described in the poem.	1 - 3
2.	Imagery	<b>Good:</b> there is imagery capable of creating sensory impressions on reader.	8 - 10
		<b>Moderate:</b> there is imagery but less able to create sensory impressions on reader.	4 - 7
		<b>Insufficient:</b> no capable imagery create a sensory impression on the reader.	1 - 3
3.	Concrete Words	<b>Good:</b> there are words that can describe a picture of a state or mood to evoke images reader.	8 - 10
		<b>Medium:</b> there are words that do not describe a picture of a state or mood to evoke images reader.	4 - 7
		<b>Less:</b> there are no words that describe a picture of a state or mood to evoke images reader.	1 - 3
4.	Figure of speech	<b>Good :</b> there is a capable use of figure of speech creates the power of expression.	8 - 10
		<b>Moderate:</b> there is the use of figure of speech but less able to create the power of expression.	4 - 7
		<b>Less:</b> there is no use of figure of speech able to create the power of expression.	1 - 3
5.	Verification	<b>Good:</b> there is an element of sound that is developed creatively.	8 - 10
		<b>Moderate:</b> there are elements of sound but are not developed creatively.	4 - 7
		<b>Less:</b> there is no sound element creatively developed.	1 - 3
6.	Typography	<b>Good:</b> the typography of the poem is creatively	8 - 10
		<b>Moderate:</b> less developed poetry typography creatively.	4 - 7
		<b>Less:</b> no poetry typography creatively developed.	1 - 3

7.	Theme	<b>Good:</b> there is a suitability of the theme with the content of the poem.	8 - 10
		<b>Moderate:</b> there is less compatibility with the theme fill puss.	4 - 7
		<b>Less:</b> there is no theme compatibility with the contents of the poem.	1 - 3
8.	Flavor	<b>Good:</b> there is a strong emotional element within poetry.	8 - 10
		<b>Moderate:</b> there is an element of feeling but lacking in poetry.	4 - 7
		<b>Less:</b> there is no element of strong feelings in poetry.	1 - 3
9.	Tone	<b>Good:</b> there is a strong author's tone or attitude in poetry.	8 - 10
		<b>Moderate:</b> there is a tone or attitude of the author that less powerful in poetry.	4 - 7
		<b>Less:</b> there is no strong author's tone or attitude in the poetry.	1 - 3
10.	Mandate	<b>Good:</b> there is delivery of the mandate, both express or implied in accordance with the theme.	8 - 10
		<b>Moderate:</b> there is a delivery of mandate, both express and implied but not appropriate by theme.	4 - 7
		<b>Less:</b> there is no conveyance of the mandate, either express or implied in accordance with theme.	1 - 3
<b>Total Score</b>			100

Meanwhile, to analyze the quality of short story, the author used indicators of short story creative writing proposed by (Sumiyadi, 2010)

**Figure 3.1**  
**Assessment Criteria for Writing Short Stories**

Aspect	Criteria and Score			
	25	20	15	10
<b>Completeness of the formal aspect of the short story</b>	Identity: 1) title 2) Name author 3) dialog 4) narrative Score:	Only contains three sub-aspects	Only contains two sub-aspects	Only load one subaspect.
<b>Completeness of the intrinsic elements of the short story</b>	1) story facts (plot, characters, and setting) 2) means of story (point of view, storytelling, language style, symbolism, and irony), 3) development of relevant themes title Score:	Contains all three sub-aspects, but is incomplete (for example, story facts only contain plot and characters, without accompanied by a clear background)	Only contains two sub-aspects	Only load one subaspect.
<b>Integration of elements / structure of the short story</b>	The structure is laid out with attention 1) plot rules (logic, curiosity, surprise, and wholeness) and phasing plot (start, middle, end) 2) character dimensions (physiological, psychological, and sociological), 3) background dimensions (place, time and social) Score:	Contains all three sub-aspects, but not complete	Only contains two sub-aspects	Only load one subaspect.
<b>Appropriateness of the use of short story language</b>	Use 1) rule EYD 2) magic writing 3) variety of language adapted to the dimensions of the character and background Score:	Contains all three sub-aspects, but not complete	Only contains two sub-aspects	Only load one subaspect.

Furthermore, to know students' perception of implementing Contextual Teaching and Learning in creative writing, the author prepared a questionnaire that consists of seven questions.

Table 3.3  
Questionnaire

No	Questions	Item
1	Does the teacher give Relevant writing examples with life every day?	1
2	Does the teacher help students in finding Relevant writing topics	2
3	Does the teacher help students in developing writing ideas	3
4	Does the teacher give tasks relevant to writing in students' life	4
5	Does the teacher give feedback on the process of writing	5
6	Do you feel more motivated To write poetry and stories short after using the Contextual Teaching and Learning approach?	6
7	Did applying the Contextual Teaching and Learning approach help increase your ability to write poetry and short stories	7

Validity and reliability testing will be performed on the questionnaire. Validity is the degree to which the validity or accuracy of a research instrument does not deviate from predetermined procedures (Ary, 2010; Sugiyono, 2019). The researcher used correlation product moment to measure validity, and the resulting score is r-counted (Mulyatiningsih, 2011). To determine the validity of an item, its r-counted score is compared to the r-table. The item is valid if the r-counted's score was greater than r-table.

In addition, reliability testing is used to determine whether the measurement of a test remains consistent following repeated administrations to the same subject under identical conditions (Ary, 2010; Khotari, 2004; Sugiyono, 2019; W.Creswell, 2014) The author suggested alpha Cronbach testing for measuring reliability. The item is dependable if the alpha cronbach score is greater than r-table.

The technique used for data analysis is descriptive statistics with percentages. Using the questionnaire score percentage formula, the researcher determined the level of students' perception of implementing contextual teaching and learning in creative writing

$$p = \frac{f}{N} \times 100\%$$

Figure 3.1

Figure 1. formula of percentage

Information

P = percentage

F = frequency of percentage

N = Number of respondents (Sudijono, 2019)

The categories of evaluation based on the proportion of correct responses are as follows (Riduwan, 2020)

**Table 3.3**  
**Criteria Indicators of Percentage**

Percentage	Criteria
0%-20%	Very low
21%-40%	Low
41-60%	Neutral
61%-80%	High
81%-100%	Very High

Furthermore, to know the influence of contextual teaching and learning in creative writing, the author used the dependent t-test. The dependent t-test is a test to know the mean difference between the two dependent data groups after giving treatment (Mulyatiningsih, 2011).

$$t = \frac{m}{s/\sqrt{n}}$$

- m : mean
- s : standard deviation of the difference (d)
- n : size of d

To know the influence of contextual teaching and learning, if the value of sig 2 tailed is bigger than level of significance (0,05) or sig 2 tailed > 0,05, therefore, Ho was accepted and Ha was rejected. In addition, if the value of sig 2 tailed is lower than level of significance (0,05) or sig 2 tailed < 0,05, Ha is rejected and Ha was accepted. In relation to this study, Ho showed that there is no influence of CTL in creative writing; Ha showed that there is the influence of CTL in creative writing.

## 4. Findings and Discussion

### 4.1. Finding

#### 4.1.1 Students' score in writing poetry

After the data was collected, the data were analyzed statistically by using spss 25 for windows. The statistical data show a descriptive analysis of the pre-test and post-test findings in writing poetry in Table 4.1

**Table 4.1**  
**Description of pre-test and post-test score**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	54.50	30	8.803	1.607
posttest	77.00	30	11.080	2.023

(Source: SPSS for windows)



Based on table 4.1, the mean score of pre-tests was 54.50. In the pre-test stage, the author gave no method or expository in which students wrote the poetry. After that, the author taught contextual teaching and learning as a treatment to improve students' creative thinking in writing poetry. After implementing contextual teaching and learning, the author told students to write poetry with contextual themes and content. In the post-test stage, the mean score was 77.00, and there are differences between the mean score between the pre-test and post-test. Referring to the mean score in pre-test and post-test, there is an improvement in students' writing scores before implementing contextual teaching and after using contextual teaching and learning.

Furthermore, to know the influence of contextual teaching and learning in writing poetry was displayed in table 4.2

**Table 4.2**  
**Result of paired t-test**

	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	pretest - posttest	-22.500	2.543	.464	-23.449	-21.551	-48.46	29	.000
		0					6		

(Source: SPSS for windows)

Based on table 4.2, the value of sig 2 tailed was 0.000, and compared with the level of significance was 0.05, the value of sig 2 tailed was  $0.000 < 0.05$  as the level of significance. Therefore, it can be concluded that there are real and significant differences in students' ability in creative writing, especially in writing poetry, in the pre-test and post-test. The contextual teaching and learning model significantly influenced students' creative writing, especially in writing poetry.

#### 4.1.2. Students' score in writing short story

**Table 4.3**  
**Description of pre-test and post-test score**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	10.00	30	.000	.000
POSTTEST	17.33	30	3.651	.667

(Source: SPSS for windows)

According to table 4.3, the average pre-test score was 10. In the pre-test phase, the author provided no method or explanation for how students composed short story. After that, the author instructed contextual teaching and learning as a method for enhancing students' creative poetry-writing abilities. The author instructed students to write short story with contextual themes and content after instituting contextual teaching and learning. The mean score on the post-test was 17.33 and there are differences between the pre-test and post-test mean scores. Before and after the implementation of contextual teaching and learning, students' average writing scores on pre- and post-tests have increased.

**Table 4.4**  
**Result of paired t-test**

		Paired Differences						
		Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Mean	n			Lower	Upper			
Pair 1	PRETEST - POSTTEST	3.651	.667	-8.697	-5.970	-11.000	29	.000

(Source: SPSS for windows)

In accordance with table 4.4, the value of sig 2 tailed was 0.000, and since the significance level was 0.05, the value of sig 2 tailed was  $0.000 < 0.05$  as the significance level. Therefore, it can be concluded that there are genuine and significant differences between students' pre-test and post-test abilities in creative writing, particularly in short story. The contextual teaching and learning model had significant effects on students' creative writing, particularly short story.

### 4.3 Students' perception of implementation CTL

The questionnaire was initially examined for its validity and reliability. As a consequence, there were seven valid items, with the score of r being counted above the r-table. (0.461) and the alpha score was 0.453; in comparison to the r-table (0.631), this indicated that the questionnaire was valid and reliable.

After ensuring the questionnaire's validity and dependability, it was distributed via Google forms to thirty students in second semester, English Department Study Program. After collecting the data, it was analyzed and presented as a descriptive percentage.

**Table 4.5**  
**Students' Perception of Implementation CTL**  
**in creative writing**

No	Item	Indicators	Frequency	Percentage
1	Does the teacher give relevant writing examples with every-day life?	Always	20	80 %
		Often	5	10%

		Sometimes	5	10%
		Seldom	0	
	Total		30	100%
2	Does the teacher help students in finding Relevant writing topics	Always	20	80%
		Often	5	10%
		Sometimes	5	10%
		Seldom	0	
	Total		30	100%
3	Does the teacher help students in developing writing ideas	Always	15	60%
		Often	15	40%
		Sometimes	0	
		Seldom	0	
	Total		30	100%
4	Does the teacher give tasks relevant to writing in students' life	Always	20	80%
		Often	5	10%
		Sometimes	5	10%
		Seldom	0	
	Total		30	100%
5	Does the teacher give feedback on the process of writing	Always	10	40%
		Often	15	45%
		Sometimes	5	5%
		Seldom	0	
	Total		30	100%
6	I feel more motivated to write poetry and stories short after using the Contextual Teaching and Learning approach?	Strongly Agree	20	80%
		Agree	5	10%
		Disagree	5	10%
		Strongly Disagree	0	
		Total		30
7	The Contextual Teaching and Learning model help increase your ability to write poetry and short stories	Strongly Agree	20	80%
		Agree	5	10%
		Disagree	5	10%
		Strongly Disagree	0	
		Total		30

Based on table 4.5, 80 % percent of twenty students believe that the teacher gave examples through everyday life. Next, 80 % per cent of twenty students feel that the teacher helps them to find relevant writing topics by applying CTL. In developing writing ideas, 80 % percent of students state that CTL, which the teacher applies, can develop their writing ideas. Furthermore, the task that the teacher gave was relevant to writing in students' life, and the teacher always gave feedback while the creative writing class was going on in the classroom. Students believe that CTL influences students' motivation in creative writing, and applying CTL in creative writing class may increase students' ability in creative writing.

## **4.2 Discussion**

### **4.2.1 Implementation of CTL in Creative Writing**

Table 4.2 revealed that contextual teaching and learning significantly revealed students' creative writing, especially in writing poetry. This result is also similar to the research result from (Herlina & Yessi, 2021; Pratama et al., 2019) which shows that contextual teaching and learning models enhance student learning outcomes and studying activities. The learning outcome is measured from the mean score of the pre-test and post-test, which showed significant differences after applying the contextual teaching and learning model. Studying activities related to the student was more active and motivated to write poetry.

In addition, table 4.4 discovered that contextual teaching and learning substantially enhanced students' creative writing, particularly in short stories. This result is also identical to another study (Hasanah, 2018) revealed that implementing the Contextual Teaching and Learning (CTL) model improved students' learning outcome; students were effective in producing short story texts, and their creative thinking improved.

### **4.2 Students' Perception of Implementation CTL in Creative writing**

Table 4.5 revealed that 80% percent of students feel that after the teacher applied the Contextual Teaching and Learning model, they could easily find relevant topics, ideas and themes in their writing because of their daily life and experience. Students can get ideas and topics based on daily life or experience because both experience and daily life present life contents such as happiness, sadness and joy, which are directly felt by the students. This finding is similar with result of the study proposed by (Indrilla, 2018) revealed that CTL is designed for students to actively acquire knowledge through interaction and experience with others. In this study, the learners actively construct information and construct their knowledge from their experiences on a daily basis. Students may be able to apply their knowledge to the environment if they are able to make connections between what they are learning and their actual lives.

### **4.3 CTL as The Innovation in teaching Creative Writing**

The research findings and discussion on the application of Contextual Teaching and Learning to the teaching of creative writing suggest a number of innovations that can be implemented by Teacher or Lecturers.

#### **1. Creative Efforts**

Activities that foster creativity can increase student engagement in writing instruction. Teachers can offer creative activities such as word games, idea generation, and writing modeling. In addition, creative activities can help students develop their imagination and creative abilities for writing short stories and poetry.

#### **2. Utilization of Technology**

Technology can increase student engagement in writing instruction. Teachers can motivate students to write using social media, journals, or online learning platforms. In addition, technology can facilitate students' access to various sources of information and their creative writing of short stories and poetry.

#### **3. Group Participation**

Collaboration in groups can motivate students to write. Teachers can divide students into groups and assign collaborative short story or poetry writing. This can aid students in enhancing their ideas and honing their communication and collaboration skills.

#### 4. Problem-Based Learning

Problem-based learning enables students to engage in an active learning process and concentrate on life-relevant issues. As inspiration for composing short stories or poetry, teachers can provide students with life-related issues. This can encourage students to develop their writing skills and compose creatively.

These innovations are anticipated to enhance students' writing abilities and learning experiences. Students can actively participate in and appreciate the process of learning to write if an innovative and creative Contextual Teaching and Learning strategy is implemented.

#### 5. Conclusions

This research focused on Adopting Contextual Teaching and Learning in Creative Writing. Based on findings and discussion revealed that: 1) Contextual teaching and learning influenced students' learning outcomes and motivation in creative writing, 2) Contextual teaching and learning influenced students to be more productive in producing text and finding relevant topics, 3) Applying Contextual Teaching and Learning model, students were able to quickly discover relevant topics, ideas, and themes for their writing due to their everyday lives and experiences because both experience and daily life present life contents such as happiness, sorrow, and joy, which students directly feel, they can provide students with ideas and topics.

The author realized that this research needs to have perfectness and, therefore, further research is needed to discover the implementation of contextual teaching and learning in a creative writing class for students with different grades.

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