

## **THE EFFECTIVENESS OF USING AN INTEGRATIVE APPROACH ON THE LISTIVING AND WRITING ABILITY OF STUDENTS OF GRADE VIII IN MADRASAH TSANAWIYAH NURUL FALAH KUTABUMI, TANGERANG DISTRICT**

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### *Abstract*

*Based on the results of data analysis, hypothesis testing, and discussion that has been carried out, it can be revealed that: The use of an Integrative Approach in the listening and writing skills of class VIII MTs Nurul Falah Kutabumi is able to improve student learning outcomes, the Integrative Approach is felt to be more effective than using other approaches with the effectiveness weight is 21.7%, and the results of the ability to listen and write news for class VIII students increase more after using the Integrative Approach. This is indicated by the average value of the experimental class 78.40 which is greater than the average value of the control class 67.28.*

### **Introduction**

Indonesian is a subject that expects students to be able to communicate using Indonesian properly and correctly. Communication can be done orally or in writing. In interacting, of course, the role of language is very necessary as a communication tool. Through language, a person can convey his meaning to others. Indonesian language competency standards are specific subjects to gain expertise in language skills, a positive attitude in Indonesian language and literature, and knowledge about appreciating and being proud of Indonesian as a unified language. Language is one of the manifestations of society to identify themselves with other human beings (Hartanto et al., 2022)

As one of the main subjects in the content of the national curriculum, the quality of learning Indonesian at MTs Nurul Falah Kutabumi has not reached maximum results. Based on the preliminary research, it is reflected in the results of the Mid Semester Assessment test and the Final Semester Assessment test odd with an average score of 66 from the minimum completeness criterion of 75. The low ability of students in Indonesian subjects is recognized by Indonesian language teachers because students in class VIII experience difficulties in understanding aspects of language skills (listening and writing) which resulted in the learning process of Indonesian in class VIII not running optimally.

Once the importance of listening skills in learning activities, students are expected to be more active in participating in class learning and enjoy learning. For example in news text material. Students are presented with news texts or news is heard, then students write identification elements of the news text. The teacher as a facilitator should be able to improve students' listening and writing news skills with an effective and interesting learning model. News text material is taught to class VIII students at MTs Nurul Falah Kutabumi. This is in accordance with the demands of the 2013 Curriculum Core Competencies (IC). Core Competencies in the 2013 Curriculum are the level of ability to achieve graduate competency standards that must be owned by a student at each grade level or program. The description of KI for each subject is presented in the Basic Competency (KD) formulation. Basic Competency (KD) in the 2013 curriculum contains learning

content capabilities for subjects that refer to core competencies (KI). Basic Competency is formulated to achieve KI.

Listening activities are activities that are most often carried out by students during the learning process. Almost all teachers who teach, including Indonesian language subjects, always provide explanations of subject matter to students through an oral process. To understand the teacher's explanation, students must listen carefully. If not, students will fail in the learning process. Learning Indonesian in junior high schools or the equivalent has four aspects of language that must be achieved in terms of mastery learning. The four aspects include: listening, speaking, reading, and writing. Of these four aspects of language cannot be separated from one another, there is a close relationship between these four aspects. Speaking activities, for example, imply the need for listening activities, as well as writing activities imply the need for reading activities. Article writing that complies with refined spelling rules is inseparable from the media that publishes the writing (Oktafiani et al., 2022)

Based on the views above, the researchers held discussions to find the right solution to overcome the problem of weak language skills (listening and writing) in class VIII students, so that students' language skills (listening and writing) could improve. Based on the discussions conducted, it was found that alternative solutions were found in the teaching and learning process. Improving news language skills (listening and writing) in learning Indonesian for class VIII students at MTs Nurul Falah Kutabumi can be done with an integrative approach, namely by combining aspects of language in a lesson. For example improving students' writing skills by combining other language skills such as listening and reading or improving writing skills by combining reading and speaking skills or listening and writing abilities.

Language learning with an integrative approach besides improving students' listening and writing skills will also affect the improvement of other language skills. Other integrations, for example in measuring students' reading skills, will involve aspects of listening, speaking and writing skills. Learning Indonesian with an integrative approach can be done using several methods. Methods that can be done through lectures, question and answer, discussion and inquiry related to aspects of language skills. As stated by White, the language learning method can be done with *audio lingualism*. *Language learning that uses this method will place speaking activities as the most important language learning ( speaking practice )* , while as a support for language that has been practiced through speaking is given reading ( *reading* ) and writing ( *writing* ) .

An integrative approach can be interpreted as the unification of various aspects into one unified whole. By uniting, connecting, or associating teaching materials so that they do not stand alone. One of the approaches used to carry out Indonesian language teaching and learning activities in the Indonesian language curriculum is the Integrative Approach. An integrative/integrated learning approach is an approach process involving an approach process involving or linking various fields of study (Tasdim, et al: 2021: 68). Integrative learning is said to be meaningful learning because in an integrative approach, students will be able to understand the concepts they learn. The concepts learned are carried out through direct experience which is applied by connecting them with other concepts that are easy to understand. The tendency to use integrative learning is believed to be an approach that is oriented towards learning practices that are in accordance with student development. (Andayani: 2015: 279).

## **Discussion**

Learning is an effort to teach students, this pursuit activity will result in students being able to learn something in an effective and efficient way. Efforts made can be in the

form of analysis of study objectives and characteristics and students, analysis of learning resources, determining organizational strategies, learning content, establishing learning delivery strategies, establishing learning management strategies, and establishing procedures for measuring learning outcomes. Generally, the types of affixes found are prefixes, infixes, suffixes, and confixes (Yusuf et al., 2022)

Learning Indonesian is essentially teaching students about good and correct Indonesian language skills in accordance with their goals and functions (Muhammad 2020). Therefore, every teacher must have skills in choosing learning strategies for each type of learning activity. Thus, by choosing the right learning strategy in each type of learning activity, it is hoped that the achievement of learning objectives can be fulfilled. Learning a language is essentially learning communication. Therefore, language learning is directed at improving the learner's ability to communicate, both orally and in writing.

Dimiyati (in Fachrurrozi and Mahyuddin, 2010: 197) adds that learning is a process organized by teachers to teach students how to acquire and process knowledge, skills, and attitudes. According to Munif Chatib: learning is a two-way process of knowledge transfer, between the teacher as the provider of information and the student as the recipient of the information. Warsita (2008: 85) learning is an attempt to make students learn or an activity to teach students. Based on the opinions of experts, it can be said that the definition of learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is a process to help students learn well.

The purpose of language learning is an activity to help, guide, direct someone to acquire positive skills, ideas, attitudes, expectations of appreciation and knowledge. In his journal, Ummul (2018) explained that teaching has goals to be achieved, in order to achieve goals, therefore it requires sacrifice, maximum effort with ability. Thus, language teaching needs to be implemented to make it easier for students to understand the use of language and as a learning guide especially in language development .

According to Jahja (2011: 53) language is the ability to communicate with other people. Soetjningsih (2012: 168) language includes every means of communication by symbolizing thoughts and feelings to convey meaning to others. According to Chaer (2014: 11) Language is a system, meaning that language is formed by a number of components that have a fixed and predictable pattern. Language is a sound symbol system that is produced from arbitrary and conventional speech tools (by agreement) that are used as a means of communication to give birth to feelings and thoughts. In addition, language is also a conversation or communication tool with fellow human beings.

Understanding Language ability is a person's ability to convey meaning or communicate what is on his mind and feelings, interact with the environment and other people by pronouncing certain words or sounds correctly, clearly and well. Language skills cannot be obtained through memorizing activities. Language skills or abilities can only be achieved by carrying out continuous language activities. Language ability is the extent to which an individual masters the symbols and meanings of language.

Listening means listening with understanding and attention and appreciation. (Tarigan 2015: 30) Basically listening (listening) is a psychological process starting from recognizing sounds through hearing aids to understanding them. Listening is a process of listening to verbal symbols with full attention, understanding, appreciation and interpretation, in order to obtain information, capture content or messages and understand the meaning of the communication conveyed by the speaker through spoken speech or spoken language. Listening means listening or paying close attention to what people are saying or reading. A complex learning process will involve the material, the application of methods, the giving of student grades, and so on (Sulaeman et al., 2021)

The purpose of listening skills can occur from several aspects, namely: (1) to get facts, (2) analyze facts, (3) evaluate facts, (4) get inspired, (5) get entertainment and (6) can improve speaking skills. Where these aspects have a purpose according to the stages of listening. The purposes of listening are: (1) acquiring knowledge from the speaker's speech means listening to learn, (2) enjoying something from the material spoken or heard, (3) being able to assess what is heard means listening to evaluate, (4) being able to enjoy and appreciating what he hears means listening to appreciate, (5) being able to communicate ideas, ideas and feelings to others smoothly and quickly, (6) being able to distinguish sounds that do not differentiate meaning, (7) being able to solve problems creatively and analytically, from the speaker to get valuable input, and (8) convince himself of a problem or opinion that has been in doubt. (Tarigan 2015: 60-61).

According to Muniroh (2015: 23) writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a process of creating a note, information or story using script. Writing as an effort to make graphic symbols. Writing is usually closely related to learning to compose, practicing writing and composing in Indonesian language teaching can accustom students to applying linguistic knowledge, in this case such as grammar, vocabulary, style, spelling, and so on that are owned by the students themselves. (Tahrim, et al, 2021: 145)

Writing is not just stringing words together. Writers need to understand the purpose of writing before creating a beautiful literary work. In addition, writing is also a medium of communication between writers and readers. So the writer first determines the purpose of writing to provide broad insight or just provide entertainment to the reader. According to Wibowo (2020: 112) techniques for learning to write include; (1) copying sentences, (2) making sentences, (3) imitating models, (4) writing stories with serial pictures, (5) writing diaries, (6) writing based on photos, (7) summarizing, (8) paraphrasing, (9) completing sentences, (10) constructing sentences, and (11) developing keywords.

An integrative approach or integrated approach is a language learning policy by presenting teaching materials in an integrated manner, namely by unifying, connecting or associating teaching materials so that nothing stands alone separately (Sabana, 2002: 70). According to Trianto (2012: 43) an integrative approach is a type of integrated learning that is an approach between fields of study, combining fields of study by setting curricular priorities and finding overlapping conceptual skills and attitudes. Opinion same match be delivered by Priest Syafi'ie, Mam'ur Saadie, Roekhan (2001: 2.19) integrative can be interpreted as the unification of various aspects into the One wholeness Which integrated. In learning Language, draft integrative refers on understanding development And presentation material lesson language integrated. integration developed with two method, that is (1) integration material lesson in scope eye lesson Language That themselves and (2) integration of Indonesian language learning materials with other materials other learning. Based on the above study, it can be revealed that the integrative approach is an integrated learning that connects teaching materials between fields as a whole and not separately.

Learning Language with approach integrative based on Curriculum Level Unit Education eye lesson Language Indonesia in There are four junior high schools linguistic aspect that must reach mark completeness in learning. Four aspect That covers aspect: (1) listen/listen to (2) speak, (3) read And (4) write. From four this linguistic aspect can not be separated from each other, there is a close relationship between fourth aspect the. Based on characteristics four aspect the, process learning with an integrative approach between aspects of language skills is a way Which appropriate For reach objective learning Language Indonesia. Grammatically the word battle in the poem has the meaning of activities between groups or individuals against real life. Short stories are organized on

various levels; they simultaneously appeal to the reader's sense of realism, understanding, emotion and moral sensibility (Muffidah et al., 2021).

This study aims to determine the use of the Integrative Approach Ability Listen And Write Class VIII student news in MadrasasTsanawiyah Nurul Falah Kutabumi District Tangerang. Based on the results of the study, it was shown that the mean *post-test results* of students' listening and writing news skills in the experimental class were higher than the mean *post-test results* of the control class ( $78.40 > 67.28$ ). This can also be seen from the results of hypothesis testing which shows the  $t_{\text{count value}}$  is greater than the  $t_{\text{table}}$  at the significance level  $\alpha = 0.05$ . The results of the  $t_{\text{count}}$  calculation of the ability to listen and write the final news (*Post-test*) of 0.25 with a significance value of 0.05 this shows that the  $t_{\text{count value}}$  is greater than the  $t_{\text{table}}$  ( $t_{\text{count}} : 0.25 < t_{\text{table}} 0.54$ ), when compared with a significance value of 0.54 which is smaller than the significance level value  $\alpha = 0.05$ . ( $0.54 > 0.05$ ), so it can be concluded that there is a positive and significant difference in the learning achievement of the ability to listen and write news for class VIII MTs students. Nurul Falah Kutabumi between classes taught using an integrative approach and classes taught using another approach.

Differences in learning achievement in the ability to listen and write news of students in the experimental class and the control class can also be seen in the calculation of the average (mean) of each class. From the results of calculating the average (mean) in the experimental class and the control class during *the pre-test*, there was no significant difference in the results of the ability to listen and write news. This can be seen from the results of the experimental class mean of 52.56 and the control class average of 48.91. However, after the experimental class was given an integrative approach treatment, there was a positive and significant difference in the achievement of the ability to listen and write news texts. This can be seen from the mean results in *the post test* for the experimental class of 78.40 and for the control class of 60.78. Based on the calculations above, it can be concluded that the learning achievement of the ability to listen and write news texts for the experimental class experienced a positive and significant increase after being given treatment with an integrative approach.

From the results of the study it was proven that the use of an integrative approach was effective in language learning on the ability to listen and write news for class VIII MTs Nurul Falah Kutabumi compared to learning using other approaches. The use of an integrative approach in learning the ability to listen and write news can increase student motivation. Students become more enthusiastic in doing assignments, can receive material easily and take the initiative to do their own assignments. With an integrative approach students are actively involved. In an integrative approach there is discussion of sharing skills and students can express their opinions to understand reading material and solve problems by answering questions. Typically, this expansion of the meaning of the term is associated with the broader context that affects the meaning of the whole set of expressions (Tartila et al., 2023), Thus the quote contains social values, namely, the existence of a sense of care for others and a friendly attitude (Tartila et al., 2023)

In addition, the integrative approach also provides opportunities for students to learn from each other by means of several students retelling the contents of the material/readings in the application stage. At this stage students do not only listen to what is conveyed by the teacher, but students are directly involved in learning. Thus learning is not teacher-centered but student-centered. The teacher is only a facilitator who is in charge of directing and supervising learning so that learning Indonesian, especially in the ability to listen and write news.

Based on the description above, it can be revealed that the use of an integrative approach in learning the ability to listen and write news for MTs Nurul Falah Kutabumi students is more effective than learning using other approaches, the teacher reads/listens to the text to be learned and students listen and write the text together . The average result of the experimental class was 78.40 and the average for the control class was 67.28, meaning that after being treated using an integrative approach the ability to listen and write news students increased.

### **Conclusion**

Based on the results of data analysis, hypothesis testing, and discussion that has been carried out, it can be revealed that: The use of an Integrative Approach in the listening and writing skills of class VIII MTs Nurul Falah Kutabumi is able to improve student learning outcomes, the Integrative Approach is felt to be more effective than using other approaches with the effectiveness weight is 21.7%, and the results of the ability to listen and write news for class VIII students increase more after using the Integrative Approach. This is indicated by the average value of the experimental class 78.40 which is greater than the average value of the control class 67.28.

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