ABSTRACT

Lindawati. 2014. "*Improving Students' Writing Skill through Contextual Teaching and Learning Approach (A Collaborative-Action Research at the Eleventh Grade of SMA Negeri 2 Raha Kab.Muna Sulawesi Tenggara in the Academic Year 2015/2016).* A Final Project, English Language Education Study Program, College of Languages, Sultan Agung Islamic University. The advisor: Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

This study aimed to implement the Contextual Teaching and Learning Approach for improving the students' writing skill of recount text. The problems investigated were to what extent the practicality of the contextual teaching and learning was. To achieve the objective, this study used collaborative-action research with the English teacher class XI IPA 1 of SMAN 2 Raha in 2 cycles. This was gathered from the observation which consists of the students' activity, teacher's activity, and the classroom management, besides that this wanted to know the teacher's response and the students' response by interviewing, and the last gathered from the test to the students. The English teacher of SMAN 2 Raha had implemented the contextual teaching and learning approach, and the results of the implementation were significantly effective. It was indicated by seeing the average of the students' achievement in observation (67,2), first cycle (72,8), and the second cycle (82,8).

It was concluded that the use of contextual teaching and learning approach is suitable for improving the students' writing skill in recount text.

Keywords: Contextual Teaching and Learning Approach, Recount Text, Students' Writing Skill, and Collaborative Action Research.

INTISARI

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Studi ini bertujuan untuk mengimplementasikan pendekatan pembelajaran kontekstual terhadap kemampuan menulis siswa khususnya teks recount. Masalah yang diteliti adalah sejauh mana keefektifan pembelajaran kontekstual. Untuk mencapai tujuan tersebut, studi ini menggunakan penelitian tindakan kelas kolaboratif bersama guru bahasa Inggris kelas XI IPA 1 di SMAN 2 Raha dalam dua siklus. Data diperoleh berdasarkan hasil observasi yang terdiri dari tiga aspek yaitu aktivitas siswa, aktivitas guru, dan pengelolaan kelas. Selain itu, data tersebut diperoleh berdasakan hasil wawancara dari guru dan siswa, dan yang terakhir data diperoleh berdasarkan hasil tes siswa. Guru bahasa Inggris SMAN 2 Raha telah mengimplementasikan pendekatan pembelajarn kontektual dan hasil yang diperoleh cukup signifikan. Hal tersebut dapat dilihat berdasarkan nilai rata-rata dari perstasi siswa pada tes observasi (67,2), siklus pertama (72,8), dan siklus kedua (82,8).

Dapat disimpulkan bahwa penggunaan pendekatan pembelajaran kontekstual dapat meningkatkan kemampuan menulis siswa dalam teks recount.

Kata Kunci: Pendekatan pembelajaran kontekstual, teks recount, kemampuan menulis siswa, dan penelitian tindakan kelas kolaboratif.