

**PENINGKATAN KEMAMPUAN MENULIS DESKRIPSI BAHASA INGGRIS  
DENGAN MENGGUNAKAN PENDEKATAN KONTEKSTUAL DI KELAS X  
SMK NEGERI 4 BANDAR LAMPUNG**

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**Abstract : Writing Skills Enhancement Description English Using Contextual Approach In Class X Vocational High School State 4 Bandar Lampung.** This study aims to: (1) Designing a contextual learning planning, (2) Describe the process of implementation of contextual learning, (3) to describe contextual learning evaluation system, (4) Describe the improvement of English learning achievement of class X-Akt.1 and X-Akt.2 SMK Bandar Lampung. The method used in this study was Classroom Action Research (CAR) in 3 cycles. In cycle-1 using 4 components namely finding, constructivism, modeling and reflection. 2nd cycle using the 5 components of constructivism, find, ask, community learning and reflection. Cycle 3 with 6 components constructivism, find, ask, community learning, authentic assessment and reflection. The conclusion of this study are: (1) Design perencanaan arranged with systematic learning. (2) Activity in the implementation of the student's learning. (3) The evaluation system implemented in the form of a written description.

**Keywords:** Writing descriptions, contextual approach, English.

**Abstrak: Peningkatan Kemampuan Menulis Deskripsi Bahasa Inggris Dengan Menggunakan Pendekatan Kontekstual Di Kelas X SMK Negeri 4 Bandar Lampung** Penelitian ini bertujuan untuk : (1) Mendesain perencanaan pembelajaran kontekstual, (2) Mendeskripsikan proses pelaksanaan pembelajaran kontekstual, (3) Mendeskripsikan sistem evaluasi pembelajaran kontekstual, (4) Mendeskripsikan peningkatan prestasi belajar bahasa Inggris kelas X-Akt.1 dan X-Akt.2 SMK Negeri 4 Bandar Lampung. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) dalam 3 siklus. Pada siklus ke-1 menggunakan 4 komponen yaitu menemukan, konstruktivisme, pemodelan dan refleksi. Siklus ke-2 menggunakan 5 komponen konstruktivisme, menemukan, bertanya, masyarakat belajar dan refleksi.

Siklus ke-3 dengan 6 komponen konstruktivisme, menemukan, bertanya, masyarakat belajar, penilaian autentik dan refleksi.

Kesimpulan penelitian ini adalah : (1) Desain perencanaan pembelajaran disusun dengan sistematis. (2) Aktivitas siswa adalah dalam pelaksanaan pembelajaran. (3) Sistem evaluasi dilaksanakan secara tertulis dalam bentuk uraian.

**Kata Kunci :** Menulis deskripsi, pendekatan kontekstual, Bahasa Inggris

## **PRELIMINARY**

Language is a tool to communicate both orally and in writing. Verbal communication gave birth to a two-way interaction of two or more people communicate. Written communication will be able to make people understand and express information, thoughts, perasaan pada present, past or future. The ideas of people in ancient times can be understood with the writing. With posts people will be able to communicate with others directly or indirectly. Posts will create communications in a very long period of time, even when the writing had died. Language plays an important role in the development of intellectual, social, and emotional person. People who have the language skills have ample opportunity to develop intellectually. Intellectual development may occur due to the process of understanding the ideas and concepts both from yourself and others. Social development will occur due to the

interaction of people with the help of language. Someone will understand another person or a society with the language. With the language of the social development of society becomes more advanced there was a strengthening in many ways. Someone will develop his emotional language. With language one can express their feelings and know the feelings of others. With the language will eventually help someone get to know him, get to know other people, get to know the culture and the culture of others and encourage a person to take an active role in the community. Therefore language skills become very important for a person.

Language skills covers listening, speaking, reading, and writing. The fourth aspect of language is very important and can not be separated in its use. Every aspect of language have different roles and functions and mutually reinforcing and complementary. Everyone should have the language skills in these areas.

Writing is one of the most important language skills. Writing is an activity that is related to the process of thinking and expression skills in writing. Started writing skills of thinking skills or thinking processes. The result of a thought process of ideas, thoughts, feelings, dreams, or anything that will be set forth in writing. Writing skills will not be done if the thought process is not happening.

On the subject of vocational school English is adaptive subjects, which aims to equip students have the ability to communicate in English in the context of communication materials needed for the program skills, both oral and written. With the students' language skills will be able to develop science, technology, art and culture. English subjects equip students to be able to communicate in daily life in accordance with the demands of a global, as well as equip students to develop communication to a higher level.

During the authors provide English language learning in the classroom and Xak XAk-1-2 there are several things that a problem that occurs in students during the study, including students' interest towards learning English writing low. Student motivation towards learning English is still low. It appears there is still a learning

process less attention, performing tasks that are often late in collecting them, the lack of seriousness of students in learning, especially in exploring the learning materials.

Student learning activities in the learning tend to be low, it is still rarely seen students who asked, still less dared express their ideas and abilities in the language. Exploration of writing is still lacking, is still limited to the matters disclosed educators.

Student achievement is still not as expected. For example, in the daily tests of 69 students only 39 students who achieve mastery of the Criterion Means 75 Complete Minimal only 49% of students in the class who achieve mastery, is still far from the target of 75%

In the aspect of writing skills are still low student achievement. Students are still very difficult to pour and develop an idea or ideas in writing. Students also have difficulty in organizing meaningful posts. Posts made by students sometimes still monotonous and rigid. Vocabulary of the students is also very little so it is sometimes difficult for students as they construct a sentence.

The problems that occur in students, also happens to educators. The learning process is given educators still too monotonous, less varied in developing a learning model and the learning approach. Educators too focused on the material in the book has yet to develop an optimal learning based on competencies to be achieved.

The use of media and learning resources are used in teaching students educators still minimal. Especially in the use of learning media that can facilitate student learning. Good learning media is media that facilitate learning and provide a strong motivation for student to learn

This is also part of the preparation of educators in teaching is still lacking. Lesson plans are made not to make it easy for educators in the learning process in the classroom. Lesson plans used may not have been in accordance with the conditions of the student, school conditions and guidelines that should be, so that the learning process is carried out is also not optimal in supporting the achievement of competence.

System evaluations made not reflect competency goals to be achieved. Problem is used still refer to the book source has not been to the competencies or learning

objectives are real. Quality of the questions used are also not good. This can be seen in the results of the evaluation analysis results that are less well studied and their validity has not been good.

Therefore it needs a good effort to do educators to improve the learning process so that student achievement be better. In this case the researchers used a contextual approach to learning in the classroom. Contextual learning is a concept of learning, where teachers bring real-world situations into the classroom and encourage students to make connections between the knowledge he has with the application in their lives as members of families and communities.

Based on the results of research conducted Yurnalia (2008) in high school Gajah Mada Bandar Lampung, learning by using Contextual Teaching Learning (CTL) can improve learning achievement in high school economics Gajah Mada Bandar Lampung, seen from the average test scores on the test block class Criteria Minimal completeness (KKM) 65 and a good educator activities, from preparation, execution, and cover are in accordance with the scenario, as well as a good student activity, in thought and asking questions as well as the social situation of the class

already looks conducive and enjoyable for students.

## **METHODS**

Based on the formulation of the problem and the purpose of this study, the research design approach Classroom Action Research (CAR), which serves to improve the learning process and student learning outcomes.

According Arikunto (2008: 3) Classroom Action Research is a scrutiny of the learning activities in the form of an action, which is deliberately raised and occur in a class together. The action comes in the form of referrals from educators or educators conducted by the students.

Classroom Action Research (CAR) is using a model of cooperation yangutamakan collaboration between principals, educators and researchers. PenelitianTindakan Class (PTK) is an attempt to assess what happened and have produced or have not completed the previous step effort. Results reflection is used to take further steps in order to achieve tujuanpenelitian. In other words, reflection is an assessment of the success or failure of the action towards the achievement of learning objectives.

Basically Classroom Action Research (CAR) have characteristics which are: (1) situational, meaning that certain dalamkonteks try to diagnose the problem, and attempt to resolve it in that context; (2) adanyakolaborasi-participatory; (3) self-evaluative, namely the implementation cycle pembelajarn done and continues to be evaluated and modifications made directly in, with the aim of improving the learning process.

## **RESULTS AND DISCUSSION**

Pre-cycle activities carried out to obtain a full picture of the condition of particular aspects of learning English writing in class X Accounting 1 and Accounting 2. Kegiatan done by researchers interviewed several students about their experiences in learning English, Researcher also discuss with my friends especially educators English teachers about the success and constraints faced in teaching English writing ability, especially students.

Students generally have got enough experience to learn, but learning achievement outcomes, especially writing not correspond to English harapan. Pembelajaran was implemented according to a plan based on the method of

analysis must be enriching, media study and evaluation system in place.

I made an observation on the cycle for the learning process in three meetings. There are three things I diobservasi the cycle, namely: manufacturing RPP, student activities for learning and students' learning performance, especially in the ability to write deskripsi.Observasikolaboator which is done by the research partners.

At the first meeting of the six aspects of learning activity was observed only 65% of students actively in the learning specified in the class X Akt 1, while in class X Akt 2 69% students in the active category. Determination of active students or not are specified based on the percentage of students doing the activity observed. If students do at least 60% of the activity or the activity of 4 7 learning activity observed in the categories it is active, if less so in the passive category.

In the second and third meetings was increasing students 'learning activity to 68% and 74% in class X Akt 1 and 72% and 78% in class X Akt 2 Viewed from students' learning activities in three face-to-face is still very poor. This may be difficult because students still pours ideas in writing or lack of understanding of the learning process is done. Observation of students'

learning activities in the cycle I can be seen in table 4.1.

Table 4.1 ObservationsStudentActivity in the first cycle

No.	Class	1	2	3	Average
1	X Akt 1	65%	68%	74%	69%
2	X Akt 2	69%	72%	78%	73%

In general, students have been learning activities that have not memadai.Aktivitas students in class X Akt 1 in the first cycle and a 69% average grade X Akt 2 is only 73% in class X .AktivitasAkt 2 is better than class X Akt 1 in cycle I.

The second observation made on aspects of students' ability to write descriptions. The percentage of students who achieved success in the first cycle is only 65% in class X Akt 1 and 68% in class X Akt 2 Complete completeness of data is shown in Table 4.2

Table 4.2 ObservationsLearning Achievementin Cycle I

No.	Class	Students	% Completeness	% Not Completeness
1	X Akt 1	22	65%	35%
2	X Akt 2	23	68%	32%

Based on observation and assessment of learning achievement at the end of the cycle I wrote the researchers to reflect that aims to identify the obstacles that occur during the learning process. Learning constraints identified include constraints in the learning activities of students, academic achievement has not reached the target of completeness, system evaluation, planning, learning and ultimately find ways to overcome these constraints. This activity is carried out together with collaborators.

Some of the obstacles that occur during the learning process in the first cycle, among others:

- (1) Researchers too much play in the learning process, the use of English as a whole difficult students in understanding the provision of information.
- (2) Researchers in conveying information too quickly, so that the students lack the time to build understanding.
- (3) The discussions have not been going according to plan.
- (4) Lack of vocabulary of the students.
- (5) Students are less understood and less scrupulous in the use of grammar.

Based on the results of reflection (1), (2), (3), (4), (5) and the success of the research in the first cycle, the study continued on the second cycle. All second cycle of activity described in the following paragraphs pda complete.

The results of the first test cycle, second cycle and third cycle in accounting classes X-1 and X-2 accounting, can be seen in the table below.

Measures undertaken assessment system from designing the test instruments, to test the validity and reliability of test instruments, test execution and test results exposure.

According to Anderson in Arikunto (2009: 87) states that the requirements of a good test there are two, namely validity and reliabilitas. Validitas very important to support a test said to be good and reliability is a necessary condition for a tes. Reliabilitas a test strongly supports the validity of the creation of matter the digunakan. Sebuah

tests are reliable but may not be valid, but a valid test is usually reliable.

According Sugiyono (2002: 65) Instrument reliability is a major requirement for testing the validity of the instrument, as a reliable

instrument is not necessarily valid, but if the instrument is valid is certainly reliable, however, need also to be tested reliabilitasnya. Menurut Arikunto (2003: 65) validity is a measure of the degree of validity or the validity of an instrument. A valid or invalid instrument has high validity, while less valid instrument which has a validity that

Further Arikunto (1996: 125) argues "a test is said to be valid if the test can measure what is to be measured". A grains have high validity if the scores points have parallels with a total score means to have a good correlation (Arikunto, 2009: 76) .

Table 4.17 Classification Criteria Validity

No	Validity Indexs	Criteria
1	0,000 – 0,200	The validity of the items was very low
2	0,201 – 0,400	The validity of the items was low
3	0,401 – 0,600	The validity of the items was quite
4	0,601 – 0,800	The validity of the items was high
5	0,801 – 1,000	The validity of the items was very high

Source: Arikunto (2009: 76)

Based on the reliability index problems, reliability problems can be divided into five categories: very high, high, medium, low and very low. Classification of a test item reliability value based on the reliability.

All items used in the third cycle has a correlation coefficient  $r$  tables for more than 0,349 so that all items have high validity and are valid. Instrument reliability values used in the calculations based on the third cycle of .6567, according Pokham (1995: 21), including the reliability of high category. Based on the indicators of the success of the study in which all matter is valid and has high reliability value of this research has been successful.

#### 4.1.1 Increasing Writing Skill Description

The fifth goal of this research is to describe an increase in the ability to write English descriptions using descriptive writing skills kontekstual. Peningkatan approach is successful if in every cycle Siswasemakin increased ability to write descriptions and the cycle will be stopped if at least 80% of students have achieved a minimum completeness criteria written description language England is 75.

Indicator of the ability of students to write a description of determined based aspects: (1)



content, (2) organization, (3) vocabulary, (4) language use, (5) mechanic. Instrumen used to measure the achievement of success using the ability to write a description about the test instrument shaped description.

Increased student achievement in writing a description of the subjects learning English using Learning Approach Konteklstualthrough actions taken in the first cycle, second cycle and third cycle in Grade X Accounting X-1 and class-2 Accounting 4 SMK Bandar Lampung conducted since dated January 11, 2011 to February 16, 2011. Berdasarkan the data presented in the research discussed above, an increase in the ability to write descriptions on the class X-1 and class accounting accounting X-2.

**1. Description Writing on Upgrades Accounting Class X-1**

Table 4.17 Recapitulation completeness Student Class X Accounting 1

No	Description	Cycle I	Cycle II	Cycle III
1	Completeness Students	22	28	32
2	% Completeness Students	65 %	82 %	94 %
3	Increase		17%	29%

Based on the table above, the number of students who completed the first cycle, second cycle until the third cycle is always increasing. In the first cycle only 22 are completed, 28 second cycle and third cycle of 32 people with a minimum completeness criteria (KKM) for 75 of the first cycle to the second cycle there was an increase in students who complete 17% and from cycle to cycle I to III an increase of 29%.

The percentage of completeness participants in the ability to write descriptions for the class X-1 accounting for 94% of the overall student learning. Indicators of achievement of success is the ability to write a description of the study was 80% students achieve 94% mastery mastery minimal. Dengan this research has achieved success.

Thus according to the conditions on the class X-1, the accounting research halted due to have achieved success based on indicators of performance improvement capabilities to write a description.

**2. Description Writing on Upgrades Accounting Class X-2**

Table 4.8 Recapitulation Complete Accounting Student Class X-2

No	Descriptions	Cycle I	Cycle II	Cycle III
1	Completeness Students	23	25	30
2	% Completeness Students	72 %	78 %	94 %
3	Increase		6%	22%

Based on the table above, the number of students who completed the first cycle, second cycle until the third cycle is always increasing. In the first cycle only 23 people who completed, 25 second cycle and third cycle of 30 people with a minimum completeness criteria (KKM) for 75 of the first cycle to the second cycle there was an increase in students who completed at 6% and from cycle to cycle I to III an increase of 22%.

The percentage of completeness participants in the ability to write descriptions for the class X-2 accounting for 94% of the overall student learning. Indicators of achievement of success is the ability to write a description of the study was 80% students achieve 94% mastery masteryminimal.Dengan this research has achieved success.

Thus according to the conditions on the class X-2, the accounting research halted due to have achieved success based on

indicators of performance improvement capabilities to write a description.

According Hamalik (2009: 30) the result of learning is when someone has learned there will be a change in the person's behavior, for example, from not knowing to knowing, and of not understanding be understood. Behavior changes that occur to be a more permanent change in the nature and expected behavior.

According to the Ministry of Education (2010: 36) Learning completed (mastery learning) in the process of learning is a competency-based approach to learning meant that requires students to master completely the whole standard of competence and basic competences subjects completed tertentu.Pembelajaran is a pattern that uses the principle of mastery learning on an individual basis Students learn Completeness on a particular competency was measured using a minimum completeness criteria.

In the Ministry of Education (2007) mentioned that one of the principles of assessment in education level curriculum is beracuan kriteria.Hal This means that the assessment is based on the size of the achievement of competencies that have ditetapkan.Oleh Therefore, the educational

unit should establish a minimum completeness criteria (KKM) each eye lessons as a basis for assessing student achievement of competencies. Determination of minimum completeness criteria of learning an early stage of learning assessment and implementation of outcomes assessment learning determined by the educational unit.

Indicators of success last in this research is to increase the ability of descriptive writing is successful if in every cycle has increased and the cycle will be stopped if at least 80% of students have achieved English language description of the KKM wrote at 75.

After the learning process in the first cycle, second cycle and third cycle, the ability to write a description Students always increase the mean. In the Accounting Class 1 of 34 students who worked 32 test items scored more than and equal to 75 means that 94% Students in Accounting class 1 has been completed. In Accounting 2 class of 32 students who worked on the 30 test items had a value greater than and equal to 75 means that 94% of Accounting Students in grade 1 has been completed.

## **CONCLUSIONS AND REKOMENDATIONS**

### **CONCLUSIONS**

Based on research and discussion summarized as follows:

#### **Contextual approach**

Learning the contextual approach exposes students to the real world in which they are located. Materials so they learn not only be a shadow in their minds. Students in the class will have its own contextual learning activities and relation to what they are learning, so students more easily understand what they are learning. There are 15 keywords in contextual learning, namely Real - Word Learning, prioritizes real experience, higher order thinking, student-centered, active, critical and creative, meaningful knowledge in life, close to real life, behavior change, students practice instead of memorizing, learning instead of teaching, education is not teaching (instruction), human formation.

#### **Lesson 1**

Implementation of learning is determined by the activity of the students read, describe, understand, and pour in the form of oral or written) during the process

## **REKOMENDATIONS**

Based on the above discussion and conclusion, there are several things that can

be used as suggestions for improvement in the future include

1 Utilization of contextual learning methods must be supported with the medium to deliver and pay attention to the characteristics of students who are taught

2 Method of contextual learning requires students to take an active role in learning in the classroom

3 Schools should facilitate the utilization of fully learning the English language, for example the use of the language lab, teacher training and online learning using the Internet

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