

ABSTRAK

Berdasarkan pengamatan awal di MI Raudlatul Ulum Karanggeger ditemukan masalah dalam pembelajaran Bahasa Indonesia khususnya pada materi menulis puisi. Dalam kegiatan pembelajaran guru belum menggunakan pendekatan dan metode pembelajaran yang bervariasi sehingga menyebabkan siswa kurang tertarik dalam mengikuti pembelajaran. Proses pembelajaran lebih berpusat pada guru sehingga siswa menjadi kurang aktif dalam pembelajaran. Dalam pembelajaran menulis puisi siswa hanya diberi penjelasan dan contoh tentang puisi kemudian diberi tugas untuk menulis puisi dengan kemampuannya sendiri. Dalam hal ini, guru kurang memberikan peluang kepada siswa untuk menemukan pengetahuannya sendiri melalui kehidupan nyata. Permasalahan tersebut harus segera diselesaikan. Cara yang dapat ditempuh untuk menyelesaikan masalah tersebut yakni dengan penggunaan *pendekatan Contextual Teaching and Learning(CTL)* dalam pembelajaran menulis puisi.

Tujuan penelitian ini adalah untuk meningkatkan hasil belajar dan aktivitas belajar siswa kelas V MI Raudlatul Ulum Karanggeger dalam pembelajaran menulis puisi. Penelitian ini menggunakan desain penelitian tindakan kelas yang dilakukan dalam dua siklus dengan subjek penelitian siswa kelas V MI Raudlatul Ulum Karanggeger. Teknik pengumpulan data yang digunakan yaitu teknik tes dan non tes. Teknik tes yang digunakan peneliti berupa tes uraian. Teknik non tes berupa pengamatan terhadap aktivitas siswa dan performansi guru.

Hasil penelitian menunjukkan adanya peningkatan hasil belajar siswa. Pada tes pratindakan diperoleh nilai rata-rata 59,4 sedangkan pada siklus I nilai rata-rata mencapai 82,7. Dengan demikian peningkatan nilai rata-rata menulis puisi dari pratindakan ke siklus I sebesar 23,3 poin. Pada siklus II nilai rata-rata mencapai 84,4, mengalami peningkatan sebesar 1,7 poin dari siklus I dan 25 poin dari tes pratindakan. Dari hasil yang diperoleh, dapat diambil simpulan bahwa penggunaan pendekatan *Contextual Teaching and Learning(CTL)* dapat meningkatkan hasil belajar siswa. Berdasarkan hasil penelitian, maka guru disarankan untuk menerapkan pendekatan *Contextual Teaching and Learning(CTL)* karena terbukti dapat meningkatkan hasil belajar siswa.

Kata kunci: pendekatan *Contextual Teaching and Learning(CTL)*, hasil belajar menulis puisi

ABSTRACT

Based on preliminary observations at MI Raudlatul Ulum, Karanggeger, there were problems in learning Indonesian, especially in writing poetry material. In learning activities the teacher has not used a variety of learning approaches and methods, causing students to be less interested in participating in learning. The learning process is more teacher-centered so that students become less active in learning. In learning to write poetry, students are only given explanations and examples of poetry and then given the task of writing poetry on their own terms. In this case, the teacher does not provide opportunities for students to find their own knowledge through real life. These problems must be resolved immediately. The way that can be taken to solve this problem is by using the Contextual Teaching and Learning (CTL) approach in learning to write poetry. The purpose of this study was to improve the learning outcomes and learning activities of the fifth grade students of MI Raudlatul Ulum, Karanggeger in learning to write poetry.

This study used a classroom action research design which was carried out in two cycles with the research subjects of the fifth grade students of MI Raudlatul Ulum, Karanggeger. The data collection techniques used were test and non-test techniques. The test technique used by researchers is in the form of a description test. The non-test technique is in the form of observations of student activities and teacher performance.

The results showed an increase in student learning outcomes. In the pre-action test, the average value was 59.4, while in the first cycle the average value was 82.7. Thus, the increase in the average score of writing poetry from pre-action to cycle I was 23,3 points. In the second cycle the average score reached 84,4, an increase of 1,7 points from the first cycle and 25 points from the pre-action test. From the results obtained, it can be concluded that the use of the Contextual Teaching and Learning (CTL) approach can improve student learning outcomes. Based on the research results, teachers are advised to apply the Contextual Teaching and Learning (CTL) approach because it is proven to improve student learning outcomes.

Keywords : The Contextual Teaching and Learning (CTL), learning write poetry

