

**PENGUNAAN PENDEKATAN KONTEKSTUAL PADA
PEMBELAJARAN MENULIS TEKS PROSEDUR DI KELAS VII E SMP N
1 BANJAR**

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ABSTRAK

Penelitian ini merupakan penelitian deskripsif kualitatif. Tujuan penelitian ini adalah (1) mendeskripsikan langkah-langkah operasional yang ditempuh oleh guru dalam penggunaan pendekatan kontekstual pada pembelajaran menulis teks prosedur di kelas VII E SMP N 1 Banjar, (2) mendeskripsikan tingkat kemampuan siswa dalam menulis teks prosedur menggunakan pendekatan kontekstual di kelas VII E SMP N 1 Banjar, (3) mendeskripsikan hambatan-hambatan yang dihadapi oleh guru dalam penggunaan pendekatan kontekstual pada pembelajaran teks prosedur di kelas VII E SMP N 1 Banjar. Data penelitian dikumpulkan dengan beberapa metode, yakni (1) metode observasi, (2) dokumentasi, dan (3) metode wawancara. Berdasarkan analisis data yang dilakukan, diperoleh beberapa langkah yang ditempuh oleh guru dalam penggunaan pendekatan kontekstual pada pembelajaran menulis teks prosedur di kelas VII E SMP N 1 Banjar. Langkah tersebut dimulai dari memberikan umpan balik, membaca materi, melakukan observasi ke luar kelas hingga menulis teks prosedur berdasarkan hal yang dilihat setelah melakukan observasi ke luar kelas. Dalam mencirikan langkah pendekatan kontekstual, siswa diajak untuk mengamati lingkungan sekitar sebagai bahan menulis teks prosedur. Tingkat kemampuan siswa dalam menulis teks prosedur menggunakan pendekatan kontekstual di kelas VII E SMP N 1 Banjar menunjukkan nilai rata-rata 83 (kategori baik) dengan persentase 55,60 % siswa memperoleh nilai dengan kategori sangat baik dan 44,40 % siswa memperoleh kategori baik. Terdapat beberapa hambatan yang dihadapi oleh guru dalam penggunaan pendekatan kontekstual di kelas VII E SMP N 1 Banjar, yaitu: (1) guru mengalami kesulitan untuk membangkitkan semangat siswa dalam belajar, (2) guru mengalami kesulitan untuk mengatur siswa belajar di luar kelas, (3) guru kesulitan dalam mengarahkan siswa untuk ke depan kelas membacakan hasil pekerjaan atau tulisan mereka, dan (4) guru kesulitan dalam memberikan inovasi-inovasi yang kreatif kepada siswa agar pembelajaran tidak monoton.

Kata kunci : menulis, teks prosedur, kontekstual

ABSTRACT

This research is a qualitative descriptive study. The purposes of this study are (1) describing the operational steps faced by the teacher in using contextual approaches in writing procedure texts in VII E class of SMP N 1 Banjar, (2) describing the level of student's abilities to write procedure texts by using a contextual approach in VII E class of SMP N 1 Banjar, (3) describing the obstacles faced by teacher in using a contextual approach to learn procedure texts in VII E class of SMP N 1 Banjar. The data were collected by several methods, namely (1) the observation method was used to observe the operational steps used by the teacher in using contextual approaches to write procedure texts in VII E class of SMP N 1 Banjar (2) the documentation method was used to collect data related to the level of students' ability in writing procedure texts using a contextual approach in VII E class of SMP N 1 Banjar, (3) the interview method was used to find out the obstacles faced by the teacher in using contextual approaches to teach procedure texts in VII E class of SMP N 1 Banjar. Based on the data analysis, there were several steps used by the teacher in the used of contextual approaches in writing procedure texts in VII E class of SMP N 1 Banjar. The steps started from giving feedback, reading material, doing observation outside the classroom, and writing procedure texts based on what had been seen in the observations before. In characterizing the steps of the contextual approach, the students were asked to observe the surrounding environment for thematerial in procedure texts. The level of students' ability in writing procedure texts by using a contextual approach in VII E class of SMP N 1 Banjar showed an average value of 83 (good category) with a percentage of 55.60% of students got grades in the excellent category, 44.40% of students got good categories. There were several obstacles faced by teachers in using a contextual approach in VII E class of SMP N 1 Banjar, namely: (1) the teacher had a difficulty in enhancing students' enthusiasm in learning process, (2) the teacher had a difficulty in managing the students to learn outside the classroom, (3) the teacher had a difficulty in directing the students to come in front of the class to read the results of their work or writing, (4) the teacher had a difficulty in providing creative innovations to the students to learn variously.

Keywords: *writing, procedure text, contextual*