

# Increasing Skills Writing Description Through Contextual Approach to the Indonesian Language Ease Class IV SDN Cipete Selatan 03 Morningsouth Jakarta

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**Abstract:- The purpose of this research is to improve the skill of the student start-up after the following learning by using the recitation method in Elementary School. This research was conducted at SDN Cipete Selatan 03 Pagi South Jakarta. This research was conducted using a classroom action research method by Kemmis and Mc. Taggart. The results showed that the application of the contextual approach used in cycle I was seen not optimally because the students were still passive, so the teacher should give more stimulus to get the maximum response from the students. So the results obtained in the research cycle I average score obtained by students 66 with a success rate of 51%. In the second cycle has reached the target of research or success criteria with the average value of the writing skills of students on learning Indonesian at 83 with an 88% success rate. This result has been above the KKM that is 67. The conclusion from the result of this research is the use of contextual approach in improving writing skill has been declared succeed to the fourth-grade student of SDN Cipete Selatan 03 Pagi. This is evidenced by the contextual approach is able to create active learning by involving students this is closely related to the activities of writing.**

**Keywords:- Contextual Approach, Write Description.**

## I. INTRODUCTION

Learning Indonesian is given with the aim to develop a positive attitude especially can communicate with the surrounding environment. Another goal of Indonesian language learning is that students are able to communicate correctly, both orally and in writing, and the students are able to convey ideas in mind through good interaction with the community.

Language skills have four components, namely; listening skills, speaking skills, reading skills, writing skills. Each of these skills is closely related to the other three skills in various ways. In acquiring language skills, it is usually through a regular sequence of relationships: first, in childhood, learning to listen to the language, then speaking, afterward learning to read and write. Listening and speaking we learned before entering school. The four skills are essentially one unity, which is a single chess.

Each of these skills is also closely related to the underlying processes of language. A person's language reflects

his thoughts. The more skilled a person speaks, the brighter and clearer the mind. Skills can only be acquired and controlled by practice and a lot of training. Practicing language skills also means practicing thinking skills. [1]

Writing skills is one of the highest language skills and can be used to communicate indirectly, not face-to-face (oral) with others. Writing skills are also given last in the skills aspect after listening, speaking and reading.

Writing skill is one of the most important language skills to learn because it can equip the lifestyle for anyone who can master it. Because the daily activities carried out cannot be separated from the writing activities. As simple as any writing, students will surely be faced with the demand for writing. Intelligence and meticulousness putting ideas into written symbols, of course, is always a demand.

Writing skills cannot be obtained naturally, but begin teaching and learning. Writing is a continuous activity so that the learning needs to be done continuously since in elementary school. This is based on the idea that writing is the basic ability to learn to write at the next level. Therefore, learning to write in primary school needs to get optimal attention so that it can meet the target of the expected writing ability. [2] Some scholars say that Writing is a process of engaging ideas or ideas, and feelings in writing. In pouring the writing must pay attention to the rules of language such as punctuation, so that the readable text easily understood by the reader. [3] [4] [5] [6] [7].

According to Zulela the scope of Indonesian language subjects SD / MI in four aspects of language skills are as follows; (1) Listening: listening to sounds, sounds, language sounds; (2) Speaking: expressing feelings, ideas, giving speeches, dialogues, messages; (3) Reading: reading the beginning, reading the letters, syllables, words, sentences, various simple reading texts; (4) Writing: writing the beginning, in line with the reading material of the beginning; (5) Write further: write narrative, not active, with attention to the use of spelling and punctuation. In writing is directed to develop the competence in writing. According to Heaton, there are five components needed for writing, including language use, mechanical skill, treatment of content, stylistic skill and the ability to write according to purpose and audience (judgment skills). [9]

Some experts say that A description of an object is an analysis of its parts. Each important part of the object is examined in a descriptive paragraph. A description does not contain the feelings of the writer. Instead, the description of each part is factual. [10] [11] [12] [13] [14] [15] [16] Write descriptions related to the senses, such as hearing, sight, touch, smell, or feeling. Writing this description provides an overview of an event. To write a description well, the writer must approach the object and the problem with all its five senses. [17]

Writing skills in learning Indonesian in elementary school requires learning strategies that can facilitate students in pouring ideas, as well as write a description. The description is a writer whose content aims to describe an object with a clear-cut that makes it as if the reader was in such conditions can smell, hear, feel, and see everything contained in it. Therefore, it requires a relationship between writing a description with the context of the everyday life of the student so that the material of writing this essay can be more meaningful to the reader.

Based on the results of interviews and observations conducted by researchers on Tuesday, April 4, 2017, in class IV SDN Cipete Selatan 03 which shows at the time of writing activities description is still very low because students are still difficult to write a full description and also solid. Even in learning to write a description, students look passive in following the lesson. This is because of the management of learning Indonesian writing materials less effective and fun. The process of learning Indonesian with writing material is not interactive and also effective because the teacher only explains and explains it so that students do not experience themselves what is explained by the teacher. As a result, when the teacher gives assignments on writing descriptions, students find it difficult to pour and extract ideas and ideas that they have in order to lift words into sentences so that it becomes a paragraph in writing a full and coherent description.

This is due to write a description of students are less motivated to write because the teacher is less interactive with students so that learning is only done one way only by using lecture and assignment method. And in explaining the teacher is less clear in conveying the intent and what purpose will be done in the activity of writing description. So that results in writing a description of student difficulties in pouring ideas and ideas that students have into writing that they will compose to write a description.

Problems that occur in learning to write a description of a fourth-grade student of SDN Cipete Selatan 03 is a complex problem because writing is a skill that must be mastered by elementary school students and writing skill is one of competence that must be mastered by fourth-grade students of elementary school. In the learning process can be facilitated by using learning strategies in writing descriptions. Learning strategy related to description writing materials with the context of the daily life of the students so that the material of writing the description will be more meaningful for the students. By connecting the writing of descriptions with the context of the students' daily life, students will find it easier to

find ideas and ideas that will be included in the description. This is in line with Piaget's opinion that elementary school students are still at a concrete operational stage.

Just as in action research that has been done by Elsa Monita who focused in writing description with the title of research "Efforts to improve Descriptive Writing Skills Through Guided Writing Strategies to Class IV Students B SDN Cepit Sewon" obtained research results that show that the improvement of writing skills by description the application of guided strategy writing is done by guiding the students to determine the title of the essay, guide the students to develop the essay, and make improvements to the editing and guide students to publish the correct writing. [18]

The second research conducted by Darnis titled "Improving Writing Ability Description with Environmental Approach for Students" obtained the results of research which states that the environmental approach has been proven to improve students' ability in writing essay description. Learning is carried out in accordance with planning, implementation, and assessment. The execution of the learning of writing the description essay gives the conclusion that learning is done through the writing process with the following stages: (a) prewriting, (b) writing, and (c) post writing.[19]

Of the two relevant studies that support in improving the skills of writing the description above is an action undertaken by researchers to be able to improve the skills of writing the description by way or methods of implementation in different classes. Because writing descriptions require continuity between the lives experienced by students directly.

Based on interviews conducted by researchers at SDN Cipete Selatan 03 to grade 4 teachers, the researchers obtained information that learning will be easier and fun based on the experience of everyday students so that students feel the things experienced by students directly. During the discussion with the fourth grade teacher of SDN Cipete Selatan 03 the researcher discussed about the learning approach that will be used to be executed at the time of writing the description material in Indonesian language by using Contextual Approach as a solution to improve the writing skill of the fourth grade student of SDN Cipete Selatan 03.

Researchers strengthen the solution taken by researchers and teachers using a contextual approach by including relevant research conducted by Samriani with the title "Application of Contextual Teaching and Learning Approach (CTL) in Improving Student Results on Science Subjects in Class IV SDN No. 3 Siwalempu "The result of research is that the application of CTL approach can improve the learning result of fourth grade students of SDN No 3 Siwalempu, because CTL approach can give ease as problem-solving, Agent of Change and Social of Control in learning. [20] Some scholars say that the contextual approach is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they learn by linking their daily lives in personal, social, and cultural contexts. So that students have the knowledge or skills that can be flexibly applied or

transferred from one problem or context problems or another context. [21] [22] [23] [24] [25] [26].

The second study conducted by Septy Indriyasari with the title of the study "Improved Achievement of Learning Poetry Writing Using Contextual Teaching and Learning Method on Students of Class III SD 1 Palbapang Bantul Lesson 2015/2016" research results obtained that the CTL method can increase interest, liveliness, imagination, and appreciation of students in following the learning process. [27]

From the two relevant studies above, students who are given a contextual approach of students respond very well to the learning that is done because the learning is carried out in accordance with what is the natural student of everyday life. So it's easier for students to come up with ideas and ideas to write descriptions if ideas and ideas will be written according to the experience in the daily life of students directly. And students can more easily learn with fun, more motivated in learning, actively find out, construct their own knowledge, and more easily understand and accept the material to be learned as a result of his own experience in interaction with the daily environment in learning by using the approach contextual. With the understanding of these materials will help students in improving student learning outcomes.

#### A. Research focus

Based on the above background, this research is focused on improving the skills of writing description of Indonesian language subjects through the contextual approach in class IV SDN Cipete Selatan 03. Contextual approach is a conception that helps teachers in relating subject content to a real-world situation and motivating students to make connections between knowledge and its application in their daily lives. The contextual approach can be said as a learning approach that shows the natural condition of knowledge. Through relationships within and outside the classroom, a contextual learning approach makes it a more relevant and meaningful experience for students in building the knowledge they will apply in lifelong learning. From the description above, it is necessary action research (action research) through a contextual approach as an effort to improve the skills of writing the description in the subjects of Indonesian class IV SDN Cipete Selatan 03.

#### B. Formulation of the problem

- Can a contextual approach improve the writing skills of fourth-grade students' descriptions on Indonesian subjects at SDN Cipete Selatan 03 South Jakarta?
- How is the learning process using a contextual approach that can improve the skills of writing a description at SDN Cipete Selatan 03 South Jakarta?

## II. METHODS

This study was conducted by action research and using spiral or cycle models from Stephen Kemmis and Mc Taggart. This method is a concept developed by Kurt Lewin. What is different is the component of action and observation made into one unity of time or done at the same time. With this model, if at the beginning of its implementation found any deficiencies,

then the planning and implementation of action can be done on the next cycle until the desired target is achieved.

Sources of data in this study were (1) all fourth grade students of SDN Cipete Selatan 03 South Jakarta, amounting to 36 students, with the composition of 18 male students and 18 female students in the odd semester in the academic year 2017/2018, and (2) activities of teachers during the teaching and learning process.

## III. RESULTS

### A. Initial Description of Research

Students' learning outcomes in Indonesian subjects in writing the description of students who otherwise meet the minimum completeness criteria of only 14 students, the overall level of student completeness only 39% and 22 students still do not meet the minimum predefined standards that have been determined that is 67 while the average value obtained only 63. It is reinforced by some findings problems in the learning process that is done on pre-cycle in class IV there are learners who do not listen to instructions from the class teacher, so that the learning process becomes not conducive and students who have the interest to learn more become disturbed in the process of teaching and learning activities. This affects the ability of students in the process of learning activities, especially in the activities of writing a description because it requires a deeper concentration in writing. In line with this, the researchers will implement a contextual approach that can enable learners and is expected to improve the skills of writing descriptions in grade 4 elementary school students. So it is followed up by carrying out the action on cycle I

### B. Cycle Data Implementation I

the result of writing skill in the first cycle of students who expressed complete as many as 18 students, whereas students who expressed incompletely as many as 17 students, and 1 student absent due to illness in the evaluation. But the average number of students obtained only 66 while the completeness criteria minimum 67. The overall percentage of 51% of students expressed in writing description It can be said that in the first cycle is not complete so it must be continued on the action cycle II.

The application of the contextual approach used in the first cycle looks not achieved optimally, the learner is still passive, the teacher must provide more stimulus to get the response from the students. Students who are hard to be conditioned become another obstacle to the running of the contextual approach. In addition, the uneven ability of students to be the attention of researchers, the students who have not been able to fabricate with capital letters are good and correct with the punctuation used so that students in writing a description of good and true to be inhibited. Because it is limited by the time in the lesson that causes the writing of descriptions to be less efficient.

### C. Implementation of Cycle Data II

Based on the result of writing skill description in cycle II there is a very significant increase. Can be seen from the results of students said to complete 30 students and students

who are not complete only 4 students and 2 students who are not present in the class due to illness. So that can be expressed students who achieve 88% completeness.

Improved writing skills description can be seen in the test results write a description of this cycle II. This test is

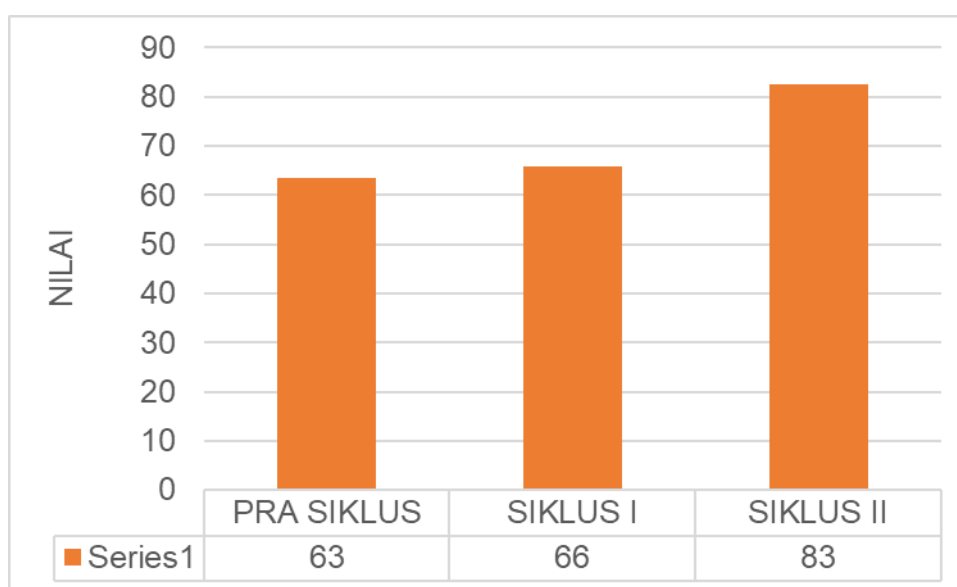
carried out individually to know the skills of writing a description that is owned by the student after experiencing the action. The result of improving the skill of writing the description in cycle II can be seen as in the following table:

Table 1. Improving the Value of Writing Skills Description of fourth-grade students of SDN Cipete Selatan 03 Pagi

Average			Student completeness		
Pre-Cycle	Cycle I	Cycle II	Pre-Cycle	Cycle I	Cycle II
63	66	83	14	18	30
Number of Students Attending			36	35	34
Presentation			39%	51%	88%

If shown in graphic form, it can be presented the graph of improvement of writing skill description of fourth-grade

students of SDN Cipete Selatan 03 Pagi based on a comparison of mean and mastery as follows:



Graph 1. Average Score of Writing Skills Student Description Class IV SDN Cipete Selatan 03 Pagi

**IV. DISCUSSION**

Based on the results of a pre-cycle action that begins with the presence of pretest to write the description of students who are still low. This can be seen from the average score obtained by students amounted to 63, while the percentage of students completeness is only 39% of the students who attended as many as 36 students. The difficulties students experience in writing descriptions are the integrity as well as the integration between sentence one with another sentence and also paragraph one with other paragraphs and limited vocabulary. Even in the learning of writing the description, the students look passive and have less motivation to follow the learning of Indonesian especially on the writing material. This is because the management of Indonesian language learning in the material to write a description less effective and fun. The Indonesian learning process takes place in the classroom only when the teacher explains and the students just listen. Students just listen so that information obtained only from the teacher did not experience directly. As a result, when students are assigned to write, students find it difficult to develop ideas and ideas that students will write down.

Can be stated that learning will be more fun if the source of learning is based on the daily experience experienced by students. Learning done in the classroom comes from things that students should experience directly, especially in the neighborhood. In line with the opinion Pavlov stating that the learning process can be composed if there is a reciprocal relationship of organisms with the environment. From these opinions implied that in the student environment there are learning resources that can be applied in learning, especially from experience that students experience in everyday life.

The researcher discussed with the teacher of Class IV SDN Cipete Selatan 03 Pagi in the Indonesian Language agreed to choose Contextual approach as a solution to improve the skill of writing a description of fourth-grade students of SDN Cipete Selatan 03 Pagi. The contextual approach is used to understand the meaning of the subject matter students are learning by relating the subject matter in the context of the students' daily life (personal, social, and cultural context). So that students are able to have knowledge or skills that flexibly emphasize the power of thought, transfer of knowledge, collect

and analyze data, solve specific problems both individually and in groups.

In the test results write description using the contextual approach of fourth grade students of SDN Cipete Selatan 03 Pagi on the cycle looks different with the result of pre-cycle average value obtained 63 with the number of masses as many as 14 students the number of students present 36 students so that the percentage obtained only 39% only those who score in accordance with the KKM in the pre-cycle. Then after the action cycle I increased to 18 students who get mastery over the KKM as much as 51%. Overall, the three meetings in cycle I can be seen in the success of improving the writing skill of the description.

Although there is an increase in cycle I, the increase is not maximal because students who reach KKM has not reached 80%, so that teachers and researchers do reflection and continue to cycle II. The results of the reflection that has been implemented in the first cycle are: 1) the ideas expressed by the less developed students in writing descriptions so that students write with grammar and grammar that still not tidy, 2) the students have not dared to ask the teacher can measure students' understanding of the material given in writing the description, 3) in the final activity the students are more chatting with their friends so there is no submission of conclusions submitted by the students, 4) the teacher has not been able to condition the time allocation at the time of the learning, 5) the students not active in group activities so monotonous at the time of discussion. In cycle II proceed in accordance with the results of reflections that are still lacking in cycle I.

Quantitatively, the result of the test write the description using the contextual approach in the fourth grade students in SDN Cipete Selatan 03 Pagi in cycle II has increased compared with the average in cycle I. The result of the average value in cycle I is 66, in the second cycle is 83 With the percentage of completeness in the first cycle only 51%, in the second cycle increased to 88%. So the percentage of mastery increases to 37%.

The results of the first cycle of the first meeting which is the problem in the implementation of learning has been resolved. Students have begun to look active by asking questions related to the writing of descriptions. Because students are given a stimulus in the form of video and given ice breaking when the students already look bored. So students learn with exciting and not monotonous. At the end of the meeting students and teachers carry out reflection by concluding the learning from beginning to end with the accompaniment and also reinforced by the conclusions given by the teacher.

In the first cycle of the second meeting the implementation of activities in the discussion divided into 5 groups of each group consisting of 7-8 students conducted by the students are still less conditioned by the teacher because the students are still talking with other friends so it has not been done well in the implementation of the discussion. However, in the second cycle, the obstacles in the discussion

have been resolved properly so that in the implementation of observations made in the form of interviews with the speakers can run well and can exchange information with other group friends because the results of interviews that have been done by students then informed by communicating the results interviews that have been done every group in front of the class. In addition to communicating the students can also exchange questions and answers with groups who are communicating in front of the class so the discussion can go well. If there are students who do not understand can ask questions.

In the first cycle of the third meeting the students have not been able to develop the description frame with maximum description and also punctuation that is still not neatly arranged and paragraphs that have not been good and correct. The problem is resolved in cycle II students can write the text description by raising the idea of previous learning so that students can write the description in full accordance with the instructions given in the question sheet. Students also advanced to communicate the writing of the despise they had made. So that other students can know the writing of the description that his friend has made as information. Teacher accompanies by providing further understanding so that students get the understanding of writing the description in full.

Overall in the implementation of learning materials description using the contextual approach of fourth graders at SDN Cipete Selatan 03 Pagi academic year 2017-2018 odd semester conducted with two cycles of researchers have felt happy because the learning process runs in accordance with the planned implementation of learning that has been prepared previously as well as showing excellent results from previous learning. Based on the results of writing descriptions and observation results in cycle II there is a significant increase in the value and also the interest of students in writing descriptions using a contextual approach. Because of the increase, the researchers feel happy because of the criteria in this research in succeeding in the implementation end with cycle II.

Based on the results of the research that has been done to improve the attachment of writing description through the contextual approach on the fourth grade students of SDN Cipete Selatan 03 Pagi with the material on theme theme 4 "Various Work" with sub theme1 "Types of Work" and sub-theme 2 "Work Around Me".

## V. CONCLUDE

Based on the results of research that researchers have done it can be concluded that there is an increase in the descriptions of writing a description by using a contextual approach on the theme 4 Various Work, Subtema 1 Types of Work and Subtema 2 Workaround, conducted in grade IV SDN Cipete Selatan 03 Pagi Kecamatan Cipete Jakarta Selatan. This is evidenced through the results of a written test conducted on cycle I and cycle II.

Writing skills of fourth-grade students of SDN Cipete Selatan 03 Pagi still low. This is indicated by the pre-cycle of the student's description of writing skill which proves low. The test results show students achieve an average score of 63 with a success rate of 39%. This figure is under the Minimum Criterion (KKM) in SDN Cipete Selatan 03 Pagi class IV on the subjects of Indonesian language is 67.

The application of the contextual approach used in cycle I am seen not optimally because the students are still passive, so the teacher must give more stimulus to get the maximum response from the students. Students who have difficulty to organize become obstacles in the implementation of contextual approach process. In addition, the uneven ability of students is also a barrier of special attention by researchers, the existence of students who have not been able to write well and intact that become a barrier also in research writing skills. This study is also limited by time, causing writing to be less efficient. So the results obtained in the research cycle I average score obtained by students 66 with a success rate of 51%.

This is what makes consideration for researchers to continue research into cycle II. Cycle II will serve as a follow-up of the reflection result done in cycle I. The obstacles, shortcomings, and problems found in SIL I will be fixed in cycle II. All this is demonstrated by the increase in writing skills shown through the results achieved in the second cycle later.

In the second cycle of learning applied to Theme 4 Subtema 2 Work in my surroundings, has reached the target of research or success criteria with the average score of the students' writing skill on learning Indonesian at 83 with the success rate of 88%. This result has been above the KKM that is 67. Achievement of the target of this research indicates that no further research is needed. So researchers and collaborators agreed to stop research in cycle II only.

The conclusion of this research is the use of contextual approach in improving writing skill has been declared successful against fourth-grade students of SDN Cipete Selatan 03 Pagi. This is evidenced by the contextual approach is able to create active learning by involving students this is closely related to the activities of writing.

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