

IMPLEMENTATION OF A CONTEXTUAL APPROACH IN IMPROVING THE ABILITY TO WRITE DESCRIPTION OF STUDENTS OF CLASS X SMA NEGERI 1 MANIAMOLO 2020/2021 SCHOOL YEAR

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ABSTRACT

This research is motivated by the students' ability in writing and understanding descriptive text is still lacking. This is because students do not really understand what they have to write in order to produce a description essay. To improve the description writing skills of SMA Negeri 1 Maniamolo students, the authors apply a learning model through a contextual approach with the aim of improving descriptive writing skills in students. This research was carried out at SMA Negeri 1 Maniamolo with the research subjects of class X IPA 1 totaling 17 people. The form of this research is classroom action research (CAR). Based on the results of the study it can be concluded that, (1) the average is 68.00 and in Cycle II there is an increase to 70.24 and from the achievement of KKM 58.82% to 70.59%. In Cycle III, there was an increase in description writing skills from the average of cycle II, namely 70.24 to 73.88 and the KKM achievement from 70.59% to 88.24%. Therefore, it can be concluded that based on the results of the study, it can be concluded that, there is an increase in description writing skills after carrying out class actions through a contextual approach. This can be shown by increasing the skills to write descriptions before and after the action.

Keywords: Students' ability to write descriptions

A. INTRODUCTION

Communication is very important in human life. Without communication, human interaction will not occur. Humans will appear to be seen living alone. Essentially humans are social creatures who can never live alone without the help of others. So that communication must exist to support human survival. Language is very important in communication. Two or more humans who communicate using the same language can make them understand the intent of the messenger. The message conveyed can be in the form of expressing ideas or feelings either verbally or in writing. Language skills include four aspects, namely listening skills, speaking skills, reading skills, and writing skills. Writing and reading skills as communication activities complement one another. Writing habit will not be implemented without reading habit.

This modern era of mastery of written language is very important. Today's media are mostly printed media, including newspapers, magazines, and books. This requires mastery of written language so that it begins to realize the importance of written language. The fact that there is teaching writing is still not getting enough attention. For example, teaching writing which is an aspect of teaching Indonesian in class X IPA 1 SMA Negeri 1 Maniamolokurang is taken seriously. Based on the results of the observations, learning to write descriptions in class X IPA 1 is still conventional. Learning is only about conveying

material about writing descriptions such as definitions of description words that must be memorized by students then given examples of descriptive writing. After that students are required to be able to write descriptions. This is considered too burdensome for students who do not really understand the material.

Based on these considerations, it is necessary to develop a contextual learning. Contextual learning is learning that directs our thinking to experience. When ideas are experienced, used in context, they have meaning (Elaine B. Johnson, 2009: 46). This contextual learning is learning that departs from the real world which is brought into learning activities in schools. This is in accordance with the teaching of writing descriptions that must express in written language something clearly.

A. Discussion

1. Understanding

According to Sri Hastuti (in St. Y. Slamet, 2008: 98) writing is a very complex activity because it involves an orderly way of thinking and various requirements related to writing techniques. Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of full student involvement to be able to find the material being studied and relate it to real life situations so as to encourage students to be able to apply it in their lives (Wina Sanjaya, 2007: 253). The contextual approach encourages the active role of students in learning, so that students can learn effectively and meaningfully

2. Steps to Write a Description

Writing a description there are several steps that must be taken. The steps in writing the description are as follows:

1. Deciding what to describe: whether to describe a person or a place
2. Formulate the purpose of description: whether the description is a tool for narrative writing, exposition, argumentation, or persuasion.
3. Define the part to be described
4. Characterizing and systematizing things that support the strength of the part to be described: what things will be displayed to help create a strong impression and image about something being described, as well as what approach will be used by the author.

3. Components of a Contextual Approach

According to Wina Sanjaya (2007: 262) CTL as a learning approach has seven principles. These principles underlie the implementation of the learning process using the CTL approach. Often these principles are also called CTL components. Furthermore, the seven principles are explained below:

1. constructivism

Constructivism is the cornerstone of CTL thinking. Constructivism is the process of building or compiling new knowledge in students' cognitive structures based on experience, which emphasizes that learning is not just memorizing, remembering knowledge but is a teaching and learning process in which students themselves are mentally active in building their knowledge, which is based on the knowledge structure they have.

Students need to get used to solving problems, finding something useful for themselves, and wrestling with ideas. Teachers will not be able to impart all knowledge to students. Students must construct knowledge in their own minds. The essence of constructivism theory is the idea that students must discover and transform complex information into other situations, and if desired, that information becomes their own.

Using this basis, learning must be packaged into a process of "constructing" not "receiving" knowledge. During the learning process, students build their own knowledge through active involvement in the learning and teaching process. Students become the center of activity, not teachers.

2. Inquiry

Finding is a core part of contextual activities, because the knowledge and skills that students acquire are expected not to be the result of remembering a set of facts but the result of finding themselves. The activity of finding (inquiry) is a cycle consisting of formulating problems, proposing hypotheses, collecting data, testing hypotheses based on the data found and finally making conclusions.

Knowledge and skills acquired by students are expected not the result of remembering a set of facts, but the result of finding themselves. The teacher must always design activities that refer to finding activities, regardless of the material being taught.

3. Questioning

The knowledge that a person has always starts from asking and answering questions. Asking questions is seen as a reflection of the curiosity of each individual, while answering questions reflects a person's ability to think. Asking activity is useful for:

- a. Digging up both administrative and academic information
- b. Exploring students' understanding
- c. Generating responses to students
- d. Knowing the extent of student curiosity
- e. Knowing what students already know
- f. Focusing attention on something that the teacher wants
- g. Generating more questions from students, to refresh students' knowledge.

4. Learning Community

The concept of a learning society suggests that learning outcomes are obtained from the collaboration of others. Learning outcomes are obtained from "sharing" between friends, between groups, and between those who know and those who don't. Learning society occurs when there is two-way communication, two or more groups are involved in learning communication from each other.

In CTL classes, teachers are advised to always carry out learning in study groups. Students are divided into groups whose members are heterogeneous. Students who are good at teaching the weak, who know tell the uninitiated, who are quick to pick up push their slow friends, who have ideas immediately give suggestions, and so on. Student groups can vary greatly in shape, both

membership, number, and can even involve students in their upper class, or the teacher collaborates by bringing an "expert" to the class. For example, screen printing workers, corn farmers, dairy farmers. computer technician, auto painter, lock repairman, and so on.

5. Modeling

Modeling is basically describing what is being thought, demonstrating how the teacher wants students to do what the teacher wants students to do. In contextual learning, the teacher is not the only model. Models can be designed by involving students and also bringing in from outside.

In the CTL approach, teachers are not the only model. Models can be designed by involving students. A student can be appointed to give an example of a friend how to pronounce a word. If there happens to be a student who has won a poetry reading competition or won a speech competition, that student can be appointed to demonstrate his skill. The "example" student is said to be a model. Other students can use the model as a "standard" of competencies that they must achieve.

Models can also be imported from outside. A native Indonesian speaker can occasionally be presented to the class to become a "model" for how to speak, how to speak words, gestures when speaking, and so on.

6. Reflection

Reflection is a process of depositing experiences that is carried out by reordering the events or learning events that have gone through. Reflection is a way of thinking or responding to what has just been learned or thinking backward about what has been done in the past. The realization is that in learning, the teacher takes a moment for students to reflect in the form of direct statements about what was obtained that day.

7. Authentic Assessment

Correct learning should be emphasized on helping students to be able to learn (learning how to learn) not on obtaining as much information as possible at the end of the learning period. Because the assessment emphasizes the learning process, the data collected must be obtained from real activities carried out by students during the learning process. Teachers who want to know the progress of learning Indonesian for their students must collect data from real activities when students use Indonesian, not when students take Indonesian language tests. Data taken from students' activities in Indonesian language both in the learning process and the results of learning. This assessment can also be done by other students or other teachers.

B. RESEARCH METHODS

1. Research Subject

The subjects of this study were 17 students of class X IPA 1SMA 1 Negeri Maniamolo in the 2020/2021 Academic Year. Researchers chose these subjects because according to teachers of Indonesian language subject students, in writing lessons, especially descriptions, students were not enthusiastic about other learning activities and students in the class were having low learning outcomes.

2. Action Plan

This type of research is included in action research (action research) in the form of Classroom Action Research (PTK), on a cycle consisting of planning, action, observation and reflection. This research is directed to solve problems or improvements related to class problems. This research is focused on improving the process and improving the results of activities. Each cycle consists of four stages which refer to the Kemmis and Mc Taggar models (Depdiknas, 2005: 6), namely planning, action, observation and reflection.

3. Data Collection Techniques

The techniques used to collect the data above include observation, document review, and tests, each of which is described below:

a. Observation

Observation is a data collection tool that is carried out by systematically observing and recording the symptoms being investigated. Observations made are direct observations. This observation is carried out formally in the classroom when learning takes place. Direct observation is an observation made without intermediary (directly) on the object under study. Observations were made on students of class X IPA 1 SMA Negeri 1 Maniamolo to find out their interests and concerns during the learning process using a contextual approach.

b. Review of documents

Studies are also carried out on existing archives or documents. These documents include the curriculum, lesson plans, written results of student descriptions, and a list of grades given to students.

c. Test

The giving of the test is intended to measure how far the abilities obtained by students after action learning activities. Descriptive writing tests were given at the beginning of the study to identify students' deficiencies or weaknesses in writing descriptions. In addition, this test is carried out at the end of each cycle to determine the increase in the quality of the student's description writing. In other words, tests are arranged and carried out to determine the level of development of students' description writing skills according to the existing cycle.

d. Interview

Interviews were conducted with teachers and students to gather information in order to obtain data related to the learning process of writing descriptions. This interview was carried out before and after the action was taken

C. Data Analysis Techniques

The technique used in this study is the interactive model of Miles and Huberman's analysis. The interactive analysis model has three main components, namely data reduction, data presentation, drawing conclusions or verification. The activities are carried out in an interactive form with the data collection process as a cyclical process.

For more details, the interactive analysis process can be described with a schematic in the figure

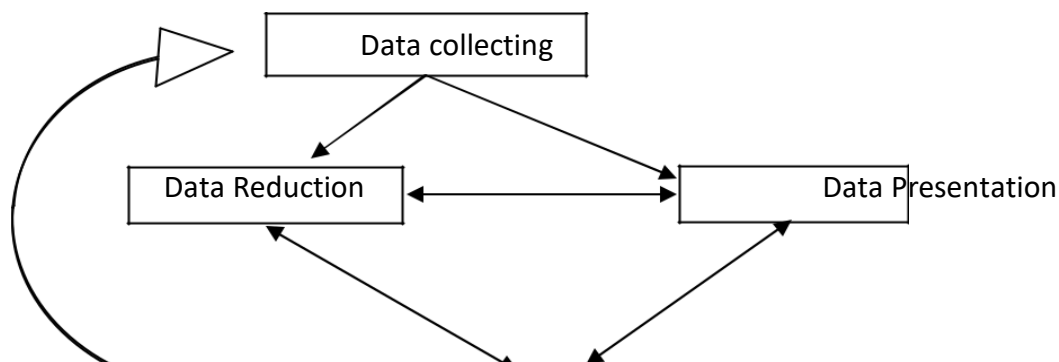


Figure 3. Analysis Model

Interactive Analysis Steps:

1. Conduct initial analysis if the data obtained in the class is sufficient, it can be collected.
2. Developing data presentation forms, by compiling coding and matrices that are useful for further research.
3. Perform data analysis in class and develop a matrix between cases
4. Verifying, enriching and deepening data. If incomplete or unclear data is found in preparation for analysis, it is necessary to collect more focused data.
5. Conduct an intercasus analysis, develop a structure for presenting the data for the report structure
6. Formulate final conclusions as research findings
7. Formulate policy implications as part of the development of suggestions in the final research report

The use of a contextual approach is expected to improve the ability to write descriptions of class X IPA students of SMA Negeri 1 Maniamolo. This is indicated by students who achieve KKM (score 65) of more than 75% of the total number of students. 75% of 17 students are 13 students. It can be said that the CAR cycle ends if at least 13 students have reached the score of writing descriptions of 65.

D. Research result

The implementation of the actions in this study obtained results including changes in student behavior during learning, changes in teacher teaching methods and changes in student learning outcomes. Overall, these changes will be explained further in this section.

The results of observations of students from cycle I to cycle III can be seen in table 3.

Table 3. Observation Results of Student Activities

No	Rated Aspect	Score											
		cycle I				cycle II				cycle III			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Student activity												
	a. in following lessons		√					√					√
	b. in asking	√					√					√	
	c. in answering questions	√					√					√	
	d. in doing assignments individual		√					√					√
	e. in doing assignments group		√				√						√
2	Courage												
	a. in exspressing opinions	√					√					√	
	b. in telling stories		√				√					√	
	c. in asking	√					√					√	
	d. in answering questions	√					√						√
	e. in utilizing the media		√					√					√
3	Creativity and initiative												
	a. in composing sentences	√					√					√	
	b. in asking questions	√					√					√	
	c. in answering questions		√				√						√
	d. in utilizing the media		√					√					√
	e. in developing stories	√					√					√	
	Amount	22				32				53			

information :

4 : very well

3 : good

2 : enough

1 : less

Based on table 3 the results of observations on student activity can be seen that there is very good progress. The activity of students gradually increased, the courage of the students also increased. Student creativity and initiative increased from cycle I to cycle III. Observations carried out were not only on student activities, teacher activities were also observed.

The results of observations of teacher activities from cycle I to cycle III are in table 4.

Table 4. Observation Results of Teacher Activities

No	Rated Aspect	Score											
		cycle I				cycle II				cycle III			
		1	2	3	4	1	2	3	4	1	2	3	4
1	preparation												
	a. written (RPP making)			√				√					√
	b. media readiness		√				√					√	
	c. class management		√				√					√	
2	The course of learning activities												
	a. implementation of apperception			√				√				√	
	b. delivery of material			√					√			√	
	c. use of media			√				√					√
	d. student motivation		√					√					√
	e. teacher-student relationship		√					√				√	
	f. application of the approach		√				√					√	
	g. making conclusion about the result			√				√				√	
3	Implementation of evaluation												
	a. evaluation tool			√				√				√	
	b. evaluation result	√					√					√	
	c. follow-up		√					√				√	
	Amont	31				36				42			

Information :

4 : very well

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1 : less

Based on the results of observations of teacher activities, it can be seen that there is an increase in teacher activity. The activities of preparation, implementation of learning, and implementation of evaluation at the end of the cycle are much better than in cycle I.

Another research result is the score of writing descriptions of class X IPA 1 students. This value consists of the writing score of cycle I, cycle II and cycle III as the final condition. The value of writing in cycle I is in table 5.

Table 5. Value of Writing Cycle Descriptions I

Number	Value	Frequensi	Persentase
1	55–59	0	0%
2	60–64	7	41,18%
3	65–69	4	23,53%
4	70–74	2	11,76%
5	75–79	3	17,65%
6	80–84	1	5,88%
7	85–89	0	0%
	Jumlah	17	100%

More specifically, the value of the results of writing student descriptions in cycle I was graphed, it can be seen in Figure 5.

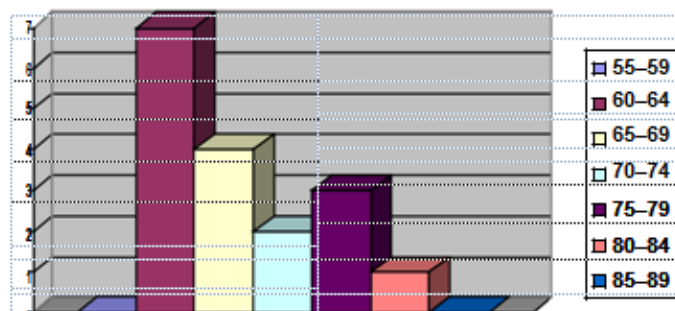


Figure 5. Graphic Value of Writing Cycle Descriptions I

In the first cycle that has been implemented, there are still weaknesses. This weakness is the lack of student attention to the model displayed in front of the class and the inaccurate use of punctuation marks by students. These weaknesses were corrected in learning to write descriptions by using a contextual approach in cycle II. In cycle II, actions were carried out in the form of the application of a contextual approach with an emphasis on aspects of punctuation in descriptions. The results of the writing scores of students' descriptions in cycle II can be seen in table 6.

Table 6. Value of Writing Cycle Description II

Nomor	Nilai	Frekuensi	Prosentase
1	55–59	0	0%
2	60–64	5	29,41%
3	65–69	1	5,88%
4	70–74	7	41,18%
5	75–79	2	11,76%
6	80–84	2	11,76%
7	85–89	0	0%
	Jumlah	17	100%

More details can be graphed in Figure 6.

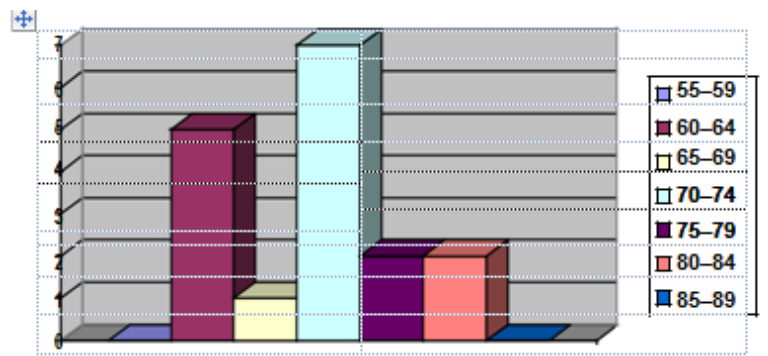


Figure 6. Graphic Value of Writing Cycle Descriptions II

Cycle II has been implemented, but there are still weaknesses, namely the courage of students in asking directly to the teacher and the inaccurate sequence of descriptions made by students. This weakness was corrected in the implementation of cycle III.

The implementation of learning to write descriptions with the application of a contextual approach in cycle III emphasizes story sequencing. In addition, in the implementation of cycle III, the teacher gave more motivation to students to be more courageous in asking questions directly to the teacher.

The results of writing descriptions of class X IPA 1 students in cycle III obtained the value in table 7.

Table 7. Value of Writing Cycle Descriptions III

Nomor	Nilai	Frekuensi	Prosentase
1	55–59	0	0%
2	60–64	2	11,76%
3	65–69	0	0%
4	70–74	7	41,18%
5	75–79	5	29,41%
6	80–84	2	11,76%
7	85–89	1	5,88%
	Jumlah	17	100%

More details are made graphs which can be seen in Figure 7.

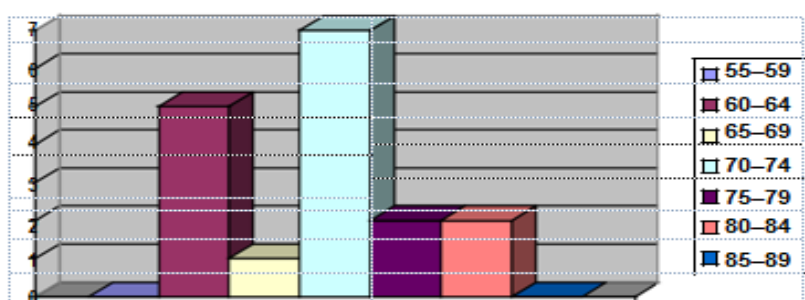


Figure 7. Graph of the Value of Writing Cycle Descriptions III

Based on the results of the students' writing scores in cycle III above, it can be seen that the final condition of students' description writing skills. Students who are still under the KKM (65) are two students (11.76%). Students who have reached the KKM score (65) are fifteen students (88.24%).

E. Discussion of Research Results

Based on the results of action observations, it can be stated that there is an increase in students' description writing skills through a contextual approach seen from the process and the results of students' writing. The steps for applying the contextual approach are also seen in the elaboration of the learning process in implementing actions. The constraints described in each cycle have been found in the improvement of the next cycle. Broadly speaking, this research has succeeded in answering the problem formulations that have been raised by the researcher.

1. Improvement of Student's Descriptions Writing Skills

Descriptive writing skills in class X IPA 1 SMA Negeri 1 Maniamolotahun2020 can be improved with the application of a contextual approach. The increase is not only in the final score of writing the description, but in the learning process of writing it as well. The activeness of students in participating in learning increased from cycle I to cycle III. This can be seen from the results of observations of student activities in the learning process. In addition to activeness, there was also an increase in the

aspects of courage, creativity and initiative of students. The increase in the results of writing student descriptions can be seen in table 8.

Table 8. Value of Writing Description

No	VALUE	Frekuensi		
		Cycle I	Cycle II	Cycle III
1	55–59	0	0	0
2	60–64	7	5	2
3	65–69	4	1	0
4	70–74	2	7	7
5	75–79	3	2	5
6	80–84	1	2	2
7	85–89	0	0	1
	Jumlah	17	17	17

More details can be made a graph showing the increase in the results of writing descriptions from cycles I to III, can be seen in Figure 8.

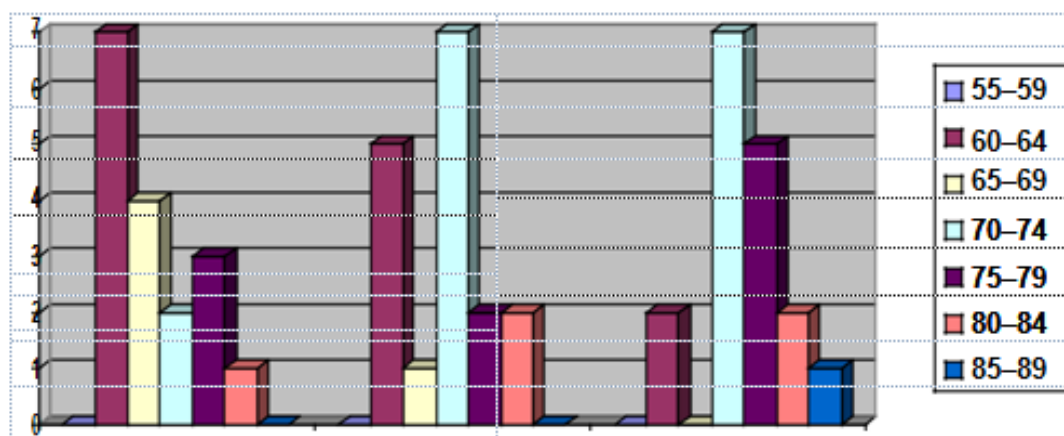


Table 8. Value chart write description

Based on the results that have been obtained, it can be seen that the skills of writing a description improved after the application of the contextual approach.

2. Ways to Overcome Obstacles in Applying a Contextual Approach

The application of a contextual approach in learning to write descriptions has obstacles. These obstacles can be overcome properly. The ways to overcome this in each cycle are as follows:

a. Cycle I

The obstacles that occurred in the implementation of cycle I were: 1) the students' lack of attention to the model presented by the teacher to read examples of descriptions in learning. The model presented by the teacher is a student who is good at reading in class X IPA 1. The next obstacle 2) students do not mix in the implementation of group activities. The next obstacle 3) students

pay less attention to the use of appropriate punctuation marks in the description they write.

After analyzing these constraints, the causes were found, namely: 1) the model presented by the teacher had appeared too often in front of the class, so that students were less interested in paying attention to it. Learning that applies a contextual approach, based on the theory described in the theoretical study, must apply seven contextual components, so the obstacles in this modeling component must be overcome. 2) students do not mix in group activities because there are students who do not fit in one group, 3) they pay less attention to punctuation because in previous lessons the teacher only started based on neatness and length of essays.

These obstacles are overcome by: 1) presenting a model that rarely appears in front of the class, 2) the formation of work groups that are formed by students, 3) the implementation of learning to write descriptions using a contextual approach with an emphasis on using appropriate punctuation. All ways to overcome these obstacles are carried out in the second cycle of learning.

b. Cycle II

Learning cycle II has been implemented and the obstacles in cycle I have been resolved. During the learning process cycle II, there were still some obstacles, namely: 1) Lack of students' courage to ask the teacher directly about something they did not understand. Students prefer to ask their friends. The questioning activity in a contextual approach is the application of the questioning component that must be carried out. The next obstacle is. 2) Students pay less attention to the order of the stories they write. Some students repeat the stories they write, so that the plot becomes unclear.

Analysis of the constraints that occurred in cycle II was carried out. The causes of these constraints were found, namely: 1) Students were not brave enough to ask questions directly to the teacher because students were afraid and were considered stupid students, 2) Students paid less attention to the sequence of the stories because students wanted a lot of descriptions to write, so students did not realize that they were repeating themselves the story.

These obstacles are overcome by: 1) increasing motivation for students to be more daring to ask questions and express their opinions, 2) the implementation of learning to write descriptions through a contextual approach with an emphasis on story sequence and the use of serial images as a learning medium.

c. Cycle III

Learning improvements that were still lacking in cycle II were carried out in cycle III. The implementation of learning to write descriptions in cycle III is to apply a contextual approach with an emphasis on story sequence. In addition, the use of instructional media in the form of serial images is also added to help students overcome the problems in the sequence of stories that occur in cycle II.

Improvements in the implementation of learning, especially in the application of the questioning component in a contextual approach, are carried out by providing more motivation for students to dare to ask questions. In addition to asking students, motivation is also added to express their opinions.

The implementation of learning cycle III has been implemented. The learning process is carried out according to the plan that has been made. During the learning process, significant obstacles were not found. This research was then terminated because the predetermined indicators had been achieved.

Implications

In line with the research results that have been concluded above, the implications obtained from this study are as follows: the first implication (1) is a theoretical implication. The theoretical implication of this research is that it allows positive findings towards enrichment of knowledge in terms of learning to write descriptions. This study can open insights into the understanding and deepening of writing material, especially writing descriptions in Indonesian language learning in schools. This study also opens teachers' insights into contextual approaches that have never been applied by teachers.

The second implication (2) is a practical implication. The practical implication of this research is to enrich the knowledge of classroom action research, so that it can motivate teachers and other researchers to conduct similar research with the aim of improving the quality of learning. This research can also be used as a reference for developing more creative and innovative learning, so that it can be used as a consideration for teachers to apply a contextual approach as an approach to learning being carried out. In addition, this study is useful for teachers as a material for consideration in observing and understanding students' conditions in the learning process so that they can design appropriate learning designs for their students.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The conclusions of this research are:

1. There was an increase in the skills of writing descriptions in class X IPA 1 SMA Negeri 1 Maniamolos after the implementation of learning with the application of a contextual approach. This can be seen from the activities of students in the process of writing descriptions which are increasing in each cycle. Judging from the results of the initial condition test, it is known that 8 out of 17 students have reached the KKM score (65), while the final test of the study shows that 15 out of 17 students have succeeded in achieving the KKM score (65). It also shows that students' description writing skills improve.
2. How to overcome the obstacles that occur in this study are:
 - a. The formation of working groups is carried out by the students themselves to overcome the obstacles of the lack of integration of students in doing group assignments.
 - b. Replacing the model with students who rarely appear in front of the class to overcome the obstacles of students' lack of attention to the model shown.

- c. Learning by applying a contextual approach with an emphasis on punctuation in descriptive writing to overcome the problem of not using punctuation in descriptive writing.
- d. Increased motivation from the teacher to overcome the obstacles of students' lack of courage to ask questions.
- e. Learning with the application of a contextual approach with an emphasis on aspects of the sequence of stories to overcome the constraints of the lack of clarity of stories written by students.

B. Suggestions

In connection with the conclusions that have been presented above, the following suggestions are proposed:

1. For Students

Students are advised to participate in learning actively. Students must be able to add insight and deepen the material being studied. In addition, if students do not agree with the teacher's way of teaching, students can provide input or suggestions to the teacher concerned. Thus learning can take place effectively and efficiently.

2. For Teachers

Before implementing the learning process, the teacher should make a lesson plan and prepare learning media in accordance with the objectives to be achieved. In addition, the teacher must be able to choose an approach that suits the situation and conditions as well as the learning objectives. Evaluation should not be forgotten.

It is better if teachers continue to improve their abilities in developing, delivering material and in managing classes so that the quality of learning increases. In addition, teachers should be able to receive suggestions and criticism and correct deficiencies in themselves.

3. For Institutions

In order for teachers to improve the professionalism and quality of learning carried out through this classroom action research, it is suggested to the principal to: (a) meet the needs of adequate learning support facilities and infrastructure, (b) motivate teachers to continuously improve their performance, (c) send teachers to several scientific forums, such as seminars, workshops, workshops, refresher courses, and scientific discussions so that teachers' insights broaden and deepen their understanding of education and teaching which is their main task.

4. For Readers and Other Researchers

Readers and other researchers are expected to develop further research on contextual approaches to be applied to other aspects of language skills and other disciplines.

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