

**ABSTRAK**

Wisnu, Florianus. 2014. *Peningkatan Kemampuan Menulis Karangan dengan Topik Sederhana Menggunakan Pendekatan Kontekstual pada Siswa Kelas IV SD Kanisius Pugeran Yogyakarta Semester 2 Tahun Pelajaran 2012/2013*. Skripsi S1. Yogyakarta: PGSD, FKIP, USD.

Penelitian ini bertujuan menggambarkan peningkatan kemampuan menulis karangan dengan topik sederhana menggunakan pendekatan kontekstual pada siswa kelas IV SD Kanisius Pugeran Yogyakarta semester 2 tahun pelajaran 2012/2013.

Penelitian dilaksanakan di SD Kanisius Pugeran pada bulan Mei 2013. Dalam penelitian ini yang menjadi subjek penelitian adalah siswa kelas IV di SD Kanisius Pugeran Yogyakarta. Pengumpulan data dilakukan dengan tes menulis karangan untuk mendapatkan data kuantitatif.

Hasil penelitian menunjukkan bahwa pendekatan kontekstual dapat meningkatkan kemampuan siswa dalam menulis karangan. Data menunjukkan bahwa rata-rata nilai karangan siswa pada kondisi awal 66,96 dengan persentase siswa yang mencapai KKM 25% yaitu sebanyak 7 siswa meningkat menjadi rata-ratanya 76,07 dengan persentase siswa yang mencapai KKM 57,14% yaitu sebanyak 16 siswa pada siklus I. Sedangkan pada siklus II, rata-rata nilai karangan meningkat menjadi 79,93 dengan persentase siswa yang mencapai KKM 75% yaitu sebanyak 21 anak.

**ABSTRACT**

Wisnu, Florianus. 2014. *Writing Ability Improvement With Simple Topic Using Contextual Teaching and Learning at Students of 4th Grade In The Kanisius Elementary School of Pugeran Yogyakarta In The Second Semester At 2012/2013*. Thesis. Yogyakarta: PGSD, FKIP, USD.

This research aims to depict the writing ability improvement with simple topic using contextual teaching and learning at students of 4th Grade in the Kanisius Elementary School of Pugeran Yogyakarta in the second semester at 2012/2013.

Research was executed in Kanisius Elementary School of Pugeran in May 2013. In this research which became research subjects were students of 4th grade in Kanisius Elementary School of Pugeran Yogyakarta. Data were collected using writing composition test to get quantitative data.

The result of this research indicated that contextual teaching and learning can improve the student ability in writing composition. Data showed that the average of student composition values at early condition 66,96 by percentage of the students who reached KKM 25% that was 7 students mounting become 76,07 by percentage of the students who reached KKM 57,14% that was 16 students at Cycle I. While at cycle II, the average of student composition value mounting become 79,93 by percentage of the students who reached KKM 75% that was 21 students.