

ABSTRAK

Penelitian dilatarbelakangi rendahnya kemampuan siswa dalam menulis permulaan. Hal ini diasumsikan karena pembelajaran dilakukan tanpa melatih keterampilan bahasa. Oleh karena itu, penelitian dilakukan untuk mencari solusi melalui alternatif pendekatan *Whole Language*. Tujuan penelitian adalah untuk: (1) mendeskripsikan penerapan pendekatan kemampuan menulis permulaan siswa kelas II sekolah dasar, dan (2) mendeskripsikan peningkatan kemampuan menulis permulaan siswa setelah diterapkannya metode pendekatan *Whole Language*. Partisipan penelitian adalah siswa kelas II salah satu sekolah dasar di Kota Bandung. Jenis penelitian yaitu PTK melalui 3 siklus dengan teknik analisis data kualitatif dan kuantitatif. Desain penelitian yang di gunakan desain Kemmis dan Taggart terdiri dari empat tahap, yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Instrumen yang digunakan dalam penelitian ini yaitu lembar observasi penerapan pendekatan *Whole Language*. Hasil observasi menunjukkan persentase rata-rata kemampuan menulis permulaan siswa pada siklus I yaitu 74%, siklus II mengalami peningkatan, yaitu menjadi 78%, siklus III 91%. Dari penelitian yang telah dilakukan dapat ditarik simpulan bahwa penerapan pendekatan *Whole Language* dapat meningkatkan kemampuan menulis permulaan siswa, dan kemampuan menulis permulaan siswa meningkat setelah diterapkannya pendekatan *Whole Language*.

Kata kunci: kemampuan, menulis permulaan, pendekatan *Whole Language*.

THE APPLICATION OF WHOLE LANGUAGE APPROACH TO IMPROVE THE ABILITY OF WRITING STUDENTS OF CLASS II ELEMENTARY SCHOOL

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ABSTRACT

Research is motivated by the low ability of students in writing the beginning. This is assumed because learning is done without practicing language skills. Therefore, research is done to find a solution through an alternative approach Whole Language. The objectives of the study were to: (1) describe the application of the initial students 'writing skill-writing approach of second grade, and (2) to describe the improvement of students' writing skills after the Whole Language approach. Participants of this research are second grade students of one elementary school in Bandung. The type of research is PTK through 3 cycles with qualitative and quantitative data analysis techniques. The research design used in Kemmis and Taggart design consists of four stages, namely planning, implementation, observation, and reflection. The instrument used in this research is the observation sheet of the application of Whole Language approach. The result of observation shows that the average percentage of students writing skill in cycle I is 74%, cycle II has increased, that is 78%, cycle III becomes 91%. From the research that has been done can be drawn conclusion that the application of Whole Language approach can improve students' writing start ability, and the ability to write the beginning of students increased after the application of Whole Language approach.

Keywords: ability, writing skills, Whole Language approach