

## ABSTRACT

### IMPROVING STUDENTS' ACHIEVEMENT OF PARAGRAPH WRITING THROUGH CONTEXTUAL APPROACH TO STUDENTS OF SEMESTER III ENGLISH EDUCATION STUDY PROGRAM FKIP LAMPUNG UNIVERSITY

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This study aims to: (1) develop and improve the lesson planning, (2) describe the implementation strategy of teaching paragraph writing, (3) describe how to evaluate learning to write a paragraph, (4) describe the increase in the score of the paragraph writing skills of students through contextual approach.

The method used in this research is Classroom Action Research (CAR) conducted in three cycles. Cycle 1 with the theme of culture was conducted by giving an example paragraph accompanied with picture, cycle 2 with the theme of traveling was conducted by giving two examples paragraphs accompanied with pictures, and cycle 3 with the theme of daily activities was conducted by giving two examples paragraphs accompanied with pictures. The data were collected through tests, observations, interviews and assessed by qualitative descriptive.

The conclusion of this study are: (1) the lesson planning was developed through contextual approach, (2) the observation of the lecturer on the A2 class cycles 1, 2, and 3 are 1248 (enough), 1294 (enough), 1545 (good) and B2 class are 1214 (enough), 1300 (enough), 1558 (good). A2 class students' activities cycles 1, 2 and 3 are 9 (45%), 11 (55%), 20 (100%), B2 class are 8 (40 %), 12 (60%), 20 (100%). (3) the evaluation of writing skills paragraph are measured by using five components, namely: content, organization, vocabulary, language usage, and mechanics. Students' writing skills have increased on the A2 class from cycles 1, 2 and 3 are 6.24, 68.7, 77.25, and B2 class are 60.7, 66, 72.9.

**Keywords:** improving students' achievement, paragraph writing, English, contextual approach

