Application of the Contextual Learning Approach to the Elements of Inquiry in Writing Reports of Indonesian Literature Study Program Students FBS UNIMED on Writing Courses

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Abstract: The application of approach contextual element inquiri in study write report by student class of Prodi Sastra Indonesia in writing courses. This study aimed to describe the difference of study result write report applying of approach contextual element inquiri and without applying approach contextual element inquiri. Population in this research is all class student of students Gasal 2019. This research sampel is 30 people from 110 existing population. This research use experiment method of pre-test design group one post test that is experiment which do not use comparator group. From data processing obtained by result of pre test with mean = 68.86, standard of deviasi = 10.33, standard of error = 1.92 and including at category very good counted 1 student or 3.33%, good category counted 12 student or 40%, category enough counted 15 student or 50%, and category less counted 2 student or 6.66%. Result of post test with mean = 81.11, standard of deviasi 10.78%, and standard of error = 2.00. Including at category very good counted 5 student or 16.66%, good category counted 23 student or 76.66%, and category enough counted 2 student or 6.66%. From data test result of and pre-test of post-test got result normal distribution. Of homogeneity test got that this research sampel come from homogeneous population. After test of normalitas, got by t_0 equal to 4.38. Then, t_0 consulted with tables of t level of signifikasi 5% with df=N-1=30-1=29, obtained by level of signifikasi 5% = 2.04. Because obtained t_0 bigger than t that is 8.57 > 2.04. so, nul hypothesis (Ho) refused and hypothesis (Ha) accepted. Finally, can be concluded that there are difference which signifikasi between result of study write report applying of approach contextual element inquiri with result of study write report without applying of approach contextual element inquiri by class student of Prodi Sastra Indonesia of students Gasal 2019.

Keywords: Approach contextual, Inquiri, Writing report.

Abstrak: Penerapan pendekatan inquiri elemen kontekstual dalam pembelajaran menulis laporan oleh mahasiswa kelas Prodi Sastra Indonesia dalam kursus menulis. Penelitian ini bertujuan untuk mendeskripsikan perbedaan hasil belajar menulis laporan penerapan pendekatan elemen kontekstual inquiri dan tanpa menerapkan pendekatan elemen kontekstual inquiri. Populasi dalam penelitian ini adalah semua siswa kelas Gasal 2019. Sampe penelitian ini adalah 30 orang dari 110 populasi yang ada. Penelitian ini menggunakan metode eksperimen pre-test design group one post test yaitu eksperimen yang tidak menggunakan kelompok pembanding. Dari pengolahan data diperoleh hasil pre test dengan rata-rata = 68,86, standar deviasi = 10,33, standar kesalahan = 1,92 dan termasuk pada kategori sangat baik sebanyak 1 siswa atau 3,33%, kategori baik sebanyak 12 siswa atau 40%, kategori cukup dihitung 15 siswa atau 50%, dan kategori kurang dihitung 2 siswa atau 6,66%. Hasil post test dengan rerata = 81,11, standar deviasi 10,78%, dan standar kesalahan = 2,00. Termasuk pada kategori sangat baik sebanyak 5 siswa atau 16,66%, kategori baik sebanyak 23 siswa atau 76,66%, dan kategori cukup sebanyak 2 siswa atau 6,66%. Dari hasil pengujian data dan pre-test post-test didapatkan hasil distribusi normal. Dari uji homogenitas didapatkan bahwa sampel penelitian ini berasal dari populasi yang homogen. Setelah uji normalitas, didapat t0 sebesar 4,38. Kemudian, t0 dikonsultasikan dengan tabel t tingkat signifikasi 5% dengan df = N-1 = 30-1 = 29, diperoleh dengan tingkat signifikasi 5% = 2.04. Karena diperoleh t0 lebih besar dari t yaitu 8,57> 2,04. jadi, hipotesis nul (Ho) ditolak dan hipotesis (Ha) diterima. Akhirnya, dapat disimpulkan bahwa ada perbedaan yang signifikasi antara

hasil penelitian menulis laporan penerapan pendekatan kontekstual elemen inquiri dengan hasil penelitian menulis laporan tanpa penerapan pendekatan kontekstual inquiri elemen oleh siswa kelas Prodi Sastra Indonesia siswa Gasal 2019.

Kata kunci: Pendekatan kontekstual, Inquiri, Penulisan laporan.

INTRODUCTION

Lectures in higher education currently undergo a variety of changes rapidly, because they have to adjust to the progress of science. Various innovative strategies, approaches, models, methods, techniques, and learning media Variatives began to be applied by the lecturers. The purpose of applying the learning pattern is in the context of achieving the competence of lectures that must be possessed by college student. Especially the mastery of skills in the language field must also be get attention. Language skills are not only to be known, but rather also to be mastered by students. Language skills have four components that influence each other. The fourth language skills are listening, speaking, reading and writing. One of the most skills difficult to master is writing skills because writing is an activity which requires practice and requires precision and intelligence.

A data in the field explains that there are still more students like things that are practical and instant (Lestari, 2005: 1). That fact become obstacles and obstacles for students in doing writing activities maximally. For this reason, studens are aware that everything is good success must go through the process and stages of writing activities must be done with regular and ongoing practice because mastery of writing skills is very useful for students to develop their interests and talents to the world work after completing studies.

Given the importance of writing competence, it is not surprising if writing is one of the skills that students must pursue from an early age elementary school level until college. In fact, when I want to complete the final project thesis or at a higher level eg thesis and dissertation, requires expertise or competence in writing brilliant ideas in writing. Can so when you enter the workforce, you still need competence in writing develop duties and responsibilities in the success of their duties in the world work.

Writing a report is the ability to express the ideas they have in a report according to the indicators that must be there. Writing reports is one form of scientific work. Therefore, report writing must be written in language Indonesian raw. Standard Indonesian is Indonesian that is suitable for official rules or grammar. Wahyudi and Darmiyati (2009: 41) state that the rule used for writing standard words is the General Spelling Guidelines book Enhanced Indonesian Language (PUEYD), Standard Language Grammar Indonesia, and the Large Indonesian Dictionary (KBBI).

Writing scientific essays in the form of reports must pay attention to usage language. This is understood because the ideas are presented using language. Suherli (2007: 6) states that the use of language is not right will be misunderstood by the reader. When that

happens, the ideas are conveyed in writing a report will be conveyed to the reader incorrectly. Integration of report writing competencies in writing courses Indonesian Literature Study Program students as odd as 2019 is one form attention to the importance of student mastery of writing skills report. In achieving lectures, students are expected to be able to write reports from observations. These indicators and materials can be developed by lecturers in improving the ability to write reports in the order of space, time, or topics through communicative language. Factors suspected of being the cause the lack of students' ability to write reports, namely: 1) students less interested in writing activities because of lack of motivation to learn, 2) writing skills learning has not been seen by students as a the future, and 3) learning approaches in writing are considered students boring, (in http://karanganbagus.blogspot.com/ writing essays, in access on February 23, 2019). Thus, the ability to write student reports less excavated because it is caused by various factors, one of which is lecture approach that is applied by lecturers is not varied.

Lecturers as lecturers in class must be able to package creative learning as possible so as to produce the concept of meaningfulness learning to students. Learning will be meaningful if learning that is polished and packaged in such a way by lecturers can be enjoyed students and can foster creativity in students. For that it is necessary other learning approaches are used to encourage interest students towards writing subjects, especially in the achievement of learning to write report.

Contextual learning according to Sagala, contextual learning (Contextual Teaching and Learning) is a learning concept that helps students linking the material being taught with the real world situation of students and encourage him to make connections between the knowledge he has with its application in their daily lives (2009: 87-88). along with the statement, Jauhari stated that:

> Contextual Teaching and Learning (CTL) is a learning process holistic and aims to help students to understand the meaning of the material teaching by linking it to the context of their daily lives (personal, social, and cultural context), so students have dynamic and flexible knowledge / skills to construct himself actively understanding. CTL is called a contextual approach because it is learning concepts that help educators associate between material ones it teaches with the real world situation of students and encourages it make a connection between the knowledge it has with its application in their lives as members of the community (2011: 181)

Meanwhile, Keneth (Rusman, 2011: 189-190) defines that *contextual teaching is teaching that enables learning in their employer students academic understanding and abilities in a variety of in and out of school contexts solve simulated or real world problems, both alone and with others.* That is, CTL is learning that enables the learning process where the participants students use their understanding and academic abilities in various contexts inside and outside the school to solve problems that are simulative or real, both individually and together. Johnson also stressed that:

Contextual teaching and learning enables students to connect the content of academic
subject with the immediate context of their daily lives to discover meaning. It enlarges
their personal context furthermore, by providing students with a fresh experience that stimulate the brain to make new connections and consecently, to discover new meaning (2011: 189) .

Based on the description above it can be said that the contextual approach (CTL) is a learning process that helps lecturers link material it teaches with the real world situation of students and encourages them to make the relationship between knowledge possessed by its application in life daily (personal, social, and cultural context) so students understand the meaning teaching material by providing fresh experiences that will stimulate the brain.

Rusman (2011: 191) states that the characteristic of CTL is marked by seven the main components, namely: a) *constructivism* , b) *inquiry* , c) *questioning* , d) *learning community* , e) *modeling* , f) *reflection* , and g) *authentic assessment* . Along with the statement, Nurhadi (in Sagala, 2009: 88) also revealed that the main components of effective contextual learning, namely: (a) constructivism (*constructivism*), (b) asking (*questioning*), (c) finding (*inquiry*), (d) society learning (*learning community*), (e) modeling (*modeling*), (f) the reflection (*reflection*), and (g) *authentic assessment* (*authentic assessment*).

Based on the explanation of several theoretical concepts from some of the experts above can be it is said that the contextual learning component includes: (a) constructivism, i.e. establishing meaningful relationships, (b) asking questions, namely critical and creative thinking, (c) discovering, namely carrying out the learning process in developing theories or concepts in the form of knowledge, (d) learning community, i.e. collaborating (the formation of study groups) as a communication forum for sharing experiences and ideas, (e) modeling, i.e. doing something according to the model given, and (f) reflection, which is to look back or respond to an activity and experience so that an improvement can be taken, (g) assessment actually, namely the assessment procedure that shows the ability (knowledge, attitude skills) real students.

From the seven components of the contextual approach above, which will be discussed is a contextual approach to the element of inquiry. Inquiry is a process of finding knowledge in the presence of student experience. According to Sagala, Discovered is a core activity of learning activities using an approach contextual. Knowledge and skills acquired by students are expected not only the result of remembering a set of facts, but also the result of finding itself (2009: 89).

Cycle of inquiry are: 1) observation (*observation*), 2) ask (*questioning*), 3) submit allegations (*hypotheses*), 4) data collection (*data gathering*), and 5) conclusions (*conclussion*). Jauhari stressed that the essence of inquiry is process student-centered (2011: 64). The inquiry approach is supported by four main characteristics of students. The four characteristics are as follows. a) instinctively students always want to know, b) in conversation, students always want to talk and communicate the idea, c) in building (construction), students always want to make something, d) students always express art.

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Based on the concepts of writing that are tricked through the use of language functionally, and the use of ideas (opinions, knowledge, feeling) can be said that writing is an active and productive process. Called active because writing activities require cognitive activity in childbirth relevant thoughts that can produce meaning in accordance with subject matter discussed. Called productive because writing itself is demanding ability and ability to choose and use language (words, sentences) as effectively as possible so that all available information can be manifested properly and structured in a meaningful sequence.

Reports according to Keraf are a way of communication in which the writer convey information to a person or entity because of responsibility charged to him (in Praise, 2009: 7). Meanwhile according to Sumarsono field activities documented in systematic writing carried out someone through practice, both laboratory and office activities so that a realistic picture of the activity can be obtained. Report which compiled quickly and precisely is information that can be used for arrange follow-up activities and decision making (2009: 8) Based on these explanations, writing a report is one of learning to write. A report can be arranged in several forms, such as description, news and writing. Each form has a character or characteristic different. Therefore, the nature of writing a report needs to be known.

Based on the type, according to Puji (2009: 24) the report is divided into several that is ; a) activity report, b) periodic report, c) administrative report, d) report research, and e) journalistic reports. Reports to be written by students are about travel reports life that has been traversed by students to date become students. Report travel can be one of the right media to capture the impressions when I travel. A travel report template can make it easy make the contents of the overall travel report which is a development the rationale of the travel report framework compiled in advance. Content travel reports must pay attention to the accuracy of the order of the report (systematic writing a trip report), the effectiveness of the sentence, the correct use of spelling and punctuation marks, as well as the correct use of diction / word choices.

Based on the explanation above, it is expected that an increase in ability students in writing reports can be done by applying a variety learning approach in this study is offered by applying a contextual approach to inquiry elements. Formulation of the problem that will be a reference This research is how the ability to write reports of Literature Study Program students Indonesia in the course of writing odd semester 2019 students by applying a contextual approach to inquiry elements.

METHOD

The research method used in this research is the research method quantitative in the realm of mastering experiments (quasi-experimental) with *one group* model *pre test post test design* . This study aims to apply or applying the contextual approach to the inquiry element in writing reports. Method the research used by the writer is quasi-experimental method (quasi experiment). Method research is a way to solve research problems carried out in a planned manner and careful with the intention of getting facts and conclusions in order to understand, explain, predict and control the situation "Syamsuddin and Damayanti (2011: 14).

From the above understanding the researcher uses a quantitative research approach in the implementation of this research. Quantitative approaches are usually used to test a theory, to present a fact or describe statistics, to show the relationship between variables, and there also those that are developing concepts. In quantitative research is further divided into experimental research, correlational descriptive, evaluation, and so on. Sunarti (2009: 95) "The experimental method is a research method that tests hypothesis in the form of a causal relationship through the manipulation of independent variables and testing the changes that result from manipulation. "Then the experimental method this is used to measure changes that occur after manipulation.

According to Syamsudin and Damayanti (2011: 116) "the design of this experiment
is a development of true experimental design, which is difficult to implement. This design has a control group, but cannot function fully to control external variables that influence the conduct of an experiment. "Quasi experimental design is used because in reality it's hard to get control groups that are used in research.

The research instrument used was to measure or capture research data. Data is information that must be obtained from each study. In this study, the instrument used to capture data is a product test student learning in writing reports. The learning product test used is assignment test forms. Students are assigned to write reports. Fill out the report both must pay attention to the accuracy of the order of the report (systematic report writing travel), the effectiveness of sentences, the correct use of spelling and punctuation, and accuracy of diction / word choice.

Data that has been collected will then be analyzed in order to achieve results maximum. The steps of the research data analysis technique are as follows:
1. Tabulate the *pre-test* score
2. Tabulate the *post-test* score
3. Looking for the mean variable pre-test results with the following formula:

$$M_2 = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

4. Looking for the mean variable post-test results with the following formula:

$$M_1 = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

5. Look for the standard deviation of the *pre-test* results

$$SD_2 = \sqrt{\frac{\sum fx^2}{N}}$$

6. Look for the standard deviation of the *pre-test* results

$$SD_1 = \sqrt{\frac{\sum fx^2}{N}}$$

7. Looking for the standard error of the mean *pre-test* results

$$SE_{M2} = \frac{SD}{\sqrt{N-1}}$$

8. Looking for the standard error of the mean *pre-test* result.

$$SE_{M2} = \frac{SD}{\sqrt{N-1}}$$

9. Look for the standard error of the mean difference of the two results

$$SE_{M1-M2} = \frac{SD}{\sqrt{N-1}}$$

10. Testing requirements analysis

a. Test the Normality of Research Variables

Normality test is performed parametrically using an estimator the average at standard deviations. The test is known as the Lilifoers test. Suppose

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we are have a random sample with observations $x_1, x_2, ... x_n$ Based on this sample the null hypothesis will be tested that the sample comes from a distributed population normal against the rival hypothesis that the hypothesis is not normal.

To test the null hypothesis, we follow the procedure as follows :

1) Observation $x_1, x_2, ... x_n$ used standart number $z_1, z_2, ... z_n$ with using formula $z_i = \dfrac{x_i - \bar{x}}{s}$ ($\bar{x}$ and s are averages, respectively and sample standart deviations)

2) For each of these standard numbers using the standard normal distribution list then calculated F (z_i) =P($z \leq z_i$)

3) The proportion is than calculated $z_1, z_2, ... z_n$ which is smaller or equal to z_i if this proportion is stated by S(z_i), Then

$$S(z_i) = \frac{many\ z1, z2, ... zn\ that < zi}{n}$$

4) Calculate the difference F (i z) - S (i z) then determine the absolute price, and take the highest price among the absolute prices of the difference (Lo).

b. Homogeneity Test
Homogeneity test aims to determine whether the data have variants homogeneous or not. Homogeneity testing with Bartlet test with formulas as follows:

F arithmetic $= \dfrac{Small\ Variant}{Big\ Variant}$

(Sudjana, 2002: 250)

Hypothesis testing is done by criteria, Ha is accepted if F arithmetic <F table and rejected if F arithmetic > F table stating that the sample comes from the population homogeneous.

c. Hypothesis testing
The research hypothesis test was carried out using the "t" test. Thus, if $t_0 < t_t$ at the real level α = 0.05 then H_0 is accepted and H_a rejected. That is, the contextual approach of the inquiry element is not better used to improve report writing skills. Conversely, if $t_0 > t_t$ at the level real α = 0.05 means H_a is accepted and H_0 is rejected. That is, contextual approach inquiry elements are better used to improve report writing skills.

Research Results and Discussion
This experimental study will analyze the data from the *pre-test* and *post-test results* Indonesian Literature Study Program students in the odd semester 2019 writing course on the ability to write reports after applying a contextual approach element of inquiry.
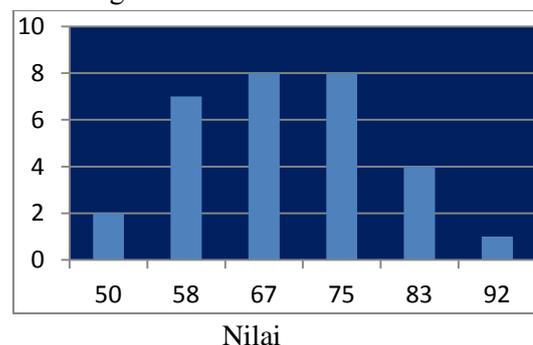Based on the *pre-test* results , it can be described as a bar diagram form the following:

Figure 1. Frequency distribution of pre-test result

Based on these data it was explained that there were 2 students who obtained grades 50, there are 7 students who score 58, there are 8 students who scored 67, there were 8 students who scored 75, there were 4 students who

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scored 83, and there was 1 student who scored 92. Besides that, The data above can be categorized into five categories, namely less, enough, good, and very good. The data categorization provisions are as follows.

Table 1
Identify trends in pre-test results

Range	Absolute Frequency	Relative Frequency	Category
85-100	1	3,33%	Very Good
70-84	12	40%	Well
55-69	15	50%	Enough
40-54	2	6,66%	Less
0-39	0	0%	Very Less
	40	100%	

Based on the table above, it can be seen that the results of the pre-test ability write a report in the excellent category of 1 student or 3.33%, good category as many as 12 students or 40%, enough categories as many as 15 students or 50%, and less categories are 2 students or 6.66%.

Identify the results of the pre-test ability to write the above report in the no category normal and unnatural. Said to be abnormal and unnatural because of that category the most in table 4.4 is enough. The frequency of the above table can be illustrated in the form of the following bar diagram
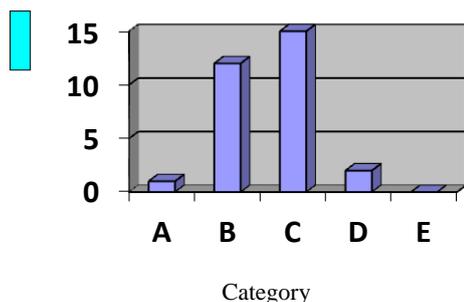

Figure 2. Identification of trends in pre-

B = Good
C = Enough
D = less
E = Very Less

Test the data analysis requirements and test the normality of the *pre-test* results
To test normality, Liliefors normality test can be used.
The following table is the normality of the pre-test results .

Table 3
Test the normality of the pre-test results

X	f	fKum	Zi	F(Zi)	S(Zi)	L
50	2	2	-1,85	0,0322	0,0666	0,0344
58	7	9	-1,05	0,1469	0,3000	0,1531
67	8	17	-0,18	0,4286	0,5666	0,1380
75	8	25	0,59	0,7224	0,8333	0,1109
83	4	29	1,36	0,9131	0,9666	0,0535
92	1	30	2,24	0,9875	1,0000	0,0125

The mean values before treatment (pre test) = 68.86 and N = 30 are known Based on the table above, the calculated L price is taken from the largest price between the differences, so from the table above obtained L count = 0.1531 with using α = 0.05 and N = 30, then the critical value through the Liliefors test is obtained L table = 0.1610. Thus the L count <L table (0.1531 <0.1610). This shows that the pre-test data is normally distributed.

Test the normality of the post-test results To test normality, Liliefors normality test can be used. The following table is the normality of the post-test results .

Table 4
Test the normality of the post-test results

X	F	fKum	Zi	F(Zi)	S(Zi)	L
58	1	1	-2,13	0,0166	0,0250	0,0084
67	1	2	-1,29	0,0985	0,0666	0,0319
75	8	10	-0,55	0,2912	0,3333	0,0421
83	15	25	0,18	0,9484	0,8333	0,1151
92	5	30	1,02	0,8461	1,0000	0,1539

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The mean values after treatment (*post-test*) = 81.00 and N = 30 Based on the table above, the calculated L price is taken from the largest price between the differences, so from the table above obtained L count = 0.1539 with using α = 0.05 and N = 30, then the critical value through the Liliefors test obtained L table = 0.1630. Thus the L count <L table (0.1539 <0.1610). This shows

that the *post-test* data is normally distributed.

Table 5
Testing the normality of research data

No.	Group	L Arithmetic (Lo)	L table (L_t) (α=0,05)	Status
1.	Pre-Test	0,1531	0,1610	Normal
2.	Post-Test	0,1539	0,1610	Normal

Homogeneity Test
Homogeneity testing of pre-test and post-test results can be used the formula:

F arithmetic $= \frac{Small\ Variant}{Big\ Variant}$

Based on the calculation results obtained from:
Pre-test data variance
$S^2 = 106.72$
Post-test data variance
$S^2 = 116.23$

Based on these values, the homogeneity of the data can be calculated research as presented below.

F arithmetic $= \frac{Small\ Variant}{Big\ Variant} = \frac{116,23}{106,722} = 1,80$

Test criteria are accept H 0 if F arithmetic <F table is taken in numerator
is dk the greatest variance and dk the denominator is dk the smallest variance. From the calculation above is obtained F calculate = 1.08 with the numerator dk 30, from the distribution

table F for = 0.05 obtained F table for dk numerator and denominator 30, namely F table = 1.84. So, F count <F table that is 1.08 <1.84. This proves the sample of that population homogeneous.

Hypothesis test
After testing for normality and homogeneity, it is known that data before and after treatment are normally distributed and have homogeneous variance. Thus the hypothesis testing is carried out with using the statistical test t (different test).
After t 0 is known, then the value is consulted with the table t on a significant level of 5% with df = N-1, df = 30-1 = 29 obtained a significant level of 5% = 2.04. Because t 0 obtained is greater than t table that is 4.38> 2.04, then the hypothesis nil (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This proves that the contextual approach of the inquiry element has a positive effect on improving student's ability to write reports.

Discussion
Discussion of research results refers to the acquisition of scores achieved student when assigned to write a report. The aspects assessed in the ability to write reports includes four aspects, namely: (1) accuracy of the order reports, (2) effectiveness of sentences, (3) use of spelling and punctuation, and (4) accuracy use of word / diction choices.

The learning process of writing a report without applying a contextual approach element of inquiry (*pre-test*) and by applying the element's contextual approach inquiry (*post-test*) always begins with apperception by asking the state of students and lure students with

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various Facebook questions students are always trained to think. Then the lecturer explains all activities which will be done by students. At the *pre-test* the core activities carried out are giving material writing a report then proceed with giving the test the ability to write a trip report. Meanwhile, the core learning activities are on *The post-test* begins with the provision of learning material to write a report later instructing students to recall a set of facts in the form of student experience when traveling using a contextual approach to inquiry elements.

The next step is to take a contextual approach to the elements of inquiry by freeing students choosing the trip title to be reported. Thing this can help students to express feelings according to existing experience through writing activities. Then the lecturer gives a test ability to write reports. Students are asked to write a report based on activities to remember the experiences that have been done.

Differences in the results of tests of the ability to write reports before and after the application of the contextual approach to the element of inquiry is then applied to get the overall results from the report writing test. Differences in writing test results the report can be seen in the following table.

Table 6
Difference in ability to write reports before and after the application of the inquiry contextual approach

No	Assessment aspects	Average score		Enhancement
		A	B	
1	Accuracy in reporting	68,8	90,0	21,12

	order	8	0	
2	Effectiveness of sentences	54,44	70,00	15,56
3	Use of spelling and punctuation	67,77	75,55	7,78
4	Appropriate use of diction	84,44	88,89	4,45
	Average Number	68,88	81,11	12,23

Information :
A : The ability to write a report before applying the contextual approach to the elements inquiry.
B : Ability to write a report after applying the contextual approach to the elements inquiry.

Based on data recapitulation of differences in the ability to write reports before and after applying the contextual approach to the elements of inquiry it can be explained that the ability of students on each aspect of assessment to write experienced reports enhancement.

Conclusion
Based on the research results that have been described, it can be concluded that the pre-test results showed that the average value achieved was 68.88%.
It can be said that the students of Indonesian Literature Study Program FBS Unimed at writing subjects odd semester 2019 does not have the competence in writing report because the average value is included in the enough category. Besides that, the criteria for the achievement of these learning materials have not yet been achieved. While the results post-test showed that the average value achieved was 81.11%. That is, students already have the ability to write reports because of the average grade it is

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included in both categories. In addition, learning achievement criteria has been achieved, even exceeding the expected value, which is 70. There are differences which is significant between students' abilities in writing and after application the contextual approach of the inquiry element, namely an increase in the average value of the results pre-test to post-test of 12.21%.

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