

ABSTRACT

Development of Instructional Materials Using Narrative Writing Strategy Think Talk Write (TTW) for Students Grades V Elementary School

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This research is motivated some of the problems of teaching materials based on the results of the analysis of narrative writing teaching materials in class V Elementary School (SD) namely: instructional materials were found not contain complete writing stage so adversely affects the learning outcomes of students. Goals to be achieved in the development of these materials is to produce teaching materials valid narrative writing, practical and effective.

This type of research is the development of research. This study uses a model of Plomp which consists of three phases: a preliminary analysis (preliminary research), the design stage (prototyping phase) and the stage of assessment (assessment phase). Test the validity of research data obtained through the validation sheet teaching materials. Data obtained through the sheet keterlaksanaan practicality lesson plans, teachers' questionnaire responses, the questionnaire responses of learners and guidelines interviews with teachers and learners. Effectiveness seen from the activities of learners, assessment process and assessment of results narrative writing narrative writing.

Based on the test results the validity of the data obtained by the average percentage of 87.8% RPP validation value very valid category, and 88.2% of teaching materials is very valid category. The test results obtained from the practicalities of 88.82% RPP keterlaksanaan value category of very practical, teacher ratings of 92.2% response category of very practical, response assessment phase learners 87.5% one to one category of very practical, response assessment of learners in small stages group 82.5% to the category of very practical, response assessment of students in the field test phase 81.6% categorized as very practical. The effectiveness of the test results obtained from the activities of learners 88.3% categorized as very high, the results of the assessment process narrative writing category of very high 84.5% and average ratings fabricated narrative 82.2% very good category with the percentage of completeness exceed the minimum. Based on these results it can be concluded that the teaching material to write narrative strategy Think Talk Write (TTW) developed was valid, practical and effective use in teaching narrative writing in the fifth grade elementary school.

ABSTRAK

Pengembangan Bahan Ajar Menulis Narasi Menggunakan Strategi *Think Talk Write (TTW)* untuk Peserta Didik Kelas V Sekolah Dasar

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Penelitian ini dilatarbelakangi beberapa masalah bahan ajar berdasarkan hasil analisis bahan ajar menulis narasi di kelas V Sekolah Dasar (SD) yaitu: bahan ajar yang ditemukan belum memuat tahapan menulis yang lengkap sehingga berdampak pada rendahnya hasil belajar peserta didik. Tujuan yang hendak dicapai dalam upaya pengembangan bahan ajar ini adalah menghasilkan bahan ajar menulis narasi yang valid, praktis dan efektif.

Jenis penelitian ini adalah penelitian pengembangan. Penelitian ini menggunakan model Plomp yang terdiri dari tiga tahap yaitu : analisis pendahuluan (*preliminary research*), tahap perancangan (*prototyping phase*) dan tahap penilaian (*assessment phase*). Data penelitian dari uji validitas diperoleh melalui lembar validasi bahan ajar. Data kepraktisan diperoleh melalui lembar keterlaksanaan RPP, angket respon guru, angket respon peserta didik dan pedoman wawancara dengan guru dan peserta didik. Keefektifan dilihat dari aktivitas peserta didik, penilaian proses menulis narasi dan penilaian hasil menulis narasi.

Berdasarkan hasil uji validitas diperoleh data persentase rata-rata nilai validasi RPP 87,8% kategori sangat valid, dan bahan ajar adalah 88,2% kategori sangat valid. Hasil uji praktikalitas diperoleh dari nilai keterlaksanaan RPP 88,82% kategori sangat praktis, penilaian respon guru 92,2% kategori sangat praktis, penilaian respon peserta didik tahap *one to one* 87,5% kategori sangat praktis, penilaian respon peserta didik pada tahap *small group* 82,5% dengan kategori sangat praktis, penilaian respon peserta didik pada tahap *field test* 81,6% kategori sangat praktis. Hasil uji efektivitas diperoleh dari aktivitas peserta didik 88,3% kategori sangat tinggi, hasil penilaian proses menulis narasi 84,5% kategori sangat tinggi dan rata-rata penilaian hasil karangan narasi 82,2% kategori sangat baik dengan persentase ketuntasan melebihi batas minimal. Berdasarkan hasil tersebut dapat disimpulkan bahwa bahan ajar menulis narasi menggunakan strategi *Think Talk Write (TTW)* yang dikembangkan telah valid, praktis dan efektif digunakan dalam pembelajaran menulis narasi di kelas V Sekolah Dasar.