

ABSTRACT

The Development of Instruments for Learning Narration Writing by Means of Tree-Chart Medium Strategy at Grade 5 of Primary School

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The Research was motivated by the learning participants in difficulty to develop ideas to compose a intact and coherent writing. Consequently, the development of learning instruments is required in order to help learning participants to write narration by writing stages. This Research developed instruments for learning narration writing by means of tree-chart medium that was expected to achieve the target, i.e. valid, practical, and effective learning instruments for narration writing by means of tree-chart medium strategy.

The type of Research was developmental research by means of ADDIE model. Research data from the validity test was obtained from the validation forms of learning instruments. Practical data was gathered through observation froms of lesson plan (*Rencana Pelaksanaan Pembelajaran, RPP*) implementation, questionnaires on teachers' and learning participants' responses. Effectiveness was viewed from the activity and assessment on the skills of narration writing of learning participants.

Syllabus validation conducted by expert validator, found a result of 86.38% of highly valid category whereas practitioner validator found 93.62% of highly valid category. Lesson plan validation by expert validator found 92.6% of highly valid whereas practitioner validator found 92.8% of highly valid category. Validation of teaching materials by expert validator found a result of 92% of highly valid category meanwhile practitioners validators found 93% of highly valid category. The result of practical test of the implementation of lesson plan indicated 92.9% of highly practical category. The result of teachers' responses indicated 93.3% of highly practical category, whereas learning participants responses indicated 92.90% of highly practical category. Furthermore from the activities of learning participants, the process of narration writing and assessment on the narration writing results, it could be concluded that the learning instruments developed was effective in its implementation in learning process. Based on the aforementioned explication, it could be concluded that the developed instruments for learning narration writing by means of tree-chart medium strategy at grade 5 of primary school was valid, practical, and effective. This was due to the fact that the learning instruments were in line with writing stages, i.e. prewriting, during writing, and post-writing stages. Furthermore, learning participants had been able to follow the teachings by following the writing process and this affected positively to the result of their writings.

ABSTRAK

Pengembangan Perangkat Pembelajaran Menulis Narasi Berbasis Media Bagan Pohon di Kelas V Sekolah Dasar

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Penelitian ini dilatarbelakangi oleh peserta didik kesulitan mengembangkan gagasan untuk menjadikan sebuah tulisan yang utuh dan padu. Untuk itu, diperlukan pengembangan perangkat pembelajaran yang dapat membantu peserta didik dalam menulis narasi dengan tahapan menulis. Pada penelitian ini dikembangkan perangkat pembelajaran menulis narasi berbasis media bagan pohon yang diharapkan dapat mencapai sasaran tersebut. Tujuan yang hendak dicapai yaitu menghasilkan perangkat pembelajaran menulis narasi berbasis media bagan pohon yang valid, praktis, dan efektif.

Jenis penelitian adalah penelitian pengembangan. Model yang digunakan adalah model ADDIE. Data penelitian ini dari uji validitas diperoleh melalui lembar validasi perangkat pembelajaran. Data kepraktisan dikumpul melalui lembar observasi keterlaksanaan RPP, angket respon guru dan peserta didik. Keefektifan dilihat dari aktivitas dan penilaian keterampilan menulis narasi peserta didik.

Berdasarkan validasi silabus oleh validator ahli diperoleh hasil 86.38% dengan kategori sangat valid, validator praktisi diperoleh hasil 93.62% dengan kategori sangat valid. Validasi RPP oleh validator ahli diperoleh hasil 92.6% dengan kategori sangat valid, validator praktisi diperoleh hasil 92.8% dengan kategori sangat valid. Validasi bahan ajar oleh validator ahli diperoleh hasil 92% dengan kategori sangat valid, validator praktisi 93% dengan kategori sangat valid. Hasil uji praktikalitas dari keterlaksanaan RPP diperoleh hasil 92.9% dengan kategori sangat praktis. Hasil respon guru 93.3% dengan kategori sangat praktis. Hasil respon peserta didik 92.90% dengan kategori sangat praktis. Selanjutnya dilihat dari aktivitas peserta didik, penilaian proses menulis narasi, dan penilaian hasil menulis narasi, perangkat pembelajaran yang dikembangkan dapat dikatakan efektif dalam penggunaannya ketika dalam proses pembelajaran. Berdasarkan jabaran di atas, dapat disimpulkan perangkat pembelajaran menulis narasi berbasis media bagan pohon untuk kelas V Sekolah Dasar yang dikembangkan dapat dinyatakan valid, praktis dan efektif. Hal ini dikarena perangkat pembelajaran sudah sesuai dengan tahapan menulis, yaitu pramenulis, saat menulis dan pascamenulis. Kemudian peserta didik sudah mampu mengikuti pembelajaran dengan mengikuti tahapan proses menulis sehingga berdampak positif terhadap hasil menulis peserta didik.