

ABSTRACT

Improving Students' Writing Short Story Skill Through Contextual Learning Approach in the Ninth Year Students of SMP Negeri 4 Mapat Tunggul Selatan, Pasaman Regency.

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Writing short story skill of the ninth year students in SMP Negeri 4 Mapat Tunggul Selatan, Pasaman regency was under the minimal competence standard (SKM). To get a better result, it is important to conduct an action research in the class.

The problem found in this research was about "How to improve students' writing short story skill through contextual learning approach in the ninth year students of SMP Negeri 4 Mapat Tunggul Selatan, Pasaman regency, 2011/2012. This research was conducted to describe the process and the result of students' writing short story through contextual learning approach which was conducted in the ninth year students of SMP Negeri 4 Mapat Tunggul Selatan, Pasaman regency.

This research belonged to class action research which was organized in two cycles by which each cycle had two meetings. In each meeting, the researcher did planning, implementation, observation, and reflection. The data of this research were observation result and field note about the students' writing activities and teacher's action. The data which were acquired from students' writing skill were collected through test which showed the students' ability in writing short story, the data from the observation result were collected through observation, the data from the field notes were collected through field notes which was helped by a collaborator, and the data of teacher's action and students' activities were counted quantitatively by following the model of Miles and Huberman; reducing data, describing data, and drawing a conclusion. The quantitative data which were the students' test result were counted by using descriptive statistic.

Based on the research result and discussion, the learning process of writing short story skill is done by applying contextual learning approach using; constructing, finding, and developing student's knowledge. It was proved that contextual learning approach was able to improve students' activities and learning result in writing short story. It was showed by students' activities which increased positively, and students' writing short story skill was also improved in each cycle. The cause of students' improvement which showed better result in writing short story was the use of contextual learning approach which (1) attracted students' in composing by implementing the learning process, (2) maximize the communication between students and teacher, (3) motivate students in learning.

ABSTRAK

Peningkatan Keterampilan Menulis Cerpen Melalui Pendekatan Pembelajaran Kontekstual Siswa Kelas IX SMP Negeri 4 Mapat Tunggul Selatan Kabupaten Pasaman.

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Keterampilan menulis cerpen siswa kelas IX SMP Negeri 4 Mapat Tunggul Selatan Kabupaten Pasaman berada di bawah standar kompetensi minimal (SKM). Untuk memperbaikinya, perlu dilakukan penelitian tindakan kelas (PTK).

Masalah penelitian ini adalah “Bagaimana proses meningkatkan keterampilan menulis cerpen melalui Pendekatan Pembelajaran Kontekstual siswa kelas IX SMP Negeri 4 Mapat Tunggul Selatan Kabupaten Pasaman Tahun Pelajaran 2011 / 2012. Penelitian ini dilakukan untuk menjelaskan peningkatan proses pembelajaran dan hasil pembelajaran menulis cerpen melalui pendekatan pembelajaran kontekstual. Penelitian ini dilakukan pada siswa kelas IX SMP Negeri 4 Mapat Tunggul Selatan Kabupaten Pasaman.

Jenis penelitian ini adalah tindakan kelas (PTK). Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus dilakukan dalam dua kali pertemuan. Setiap pertemuan dilakukan perencanaan, pelaksanaan, observasi, dan refleksi. Data penelitian ini berupa hasil pengamatan dan catatan lapangan tentang aktivitas siswa dan tindakan guru. Data yang berupa keterampilan menulis siswa dikumpulkan dengan tes unjuk kerja. Data hasil pengamatan dikumpulkan melalui observasi. Data catatan lapangan dikumpulkan dengan penulisan catatan lapangan. Data yang berupa tindakan guru dan aktivitas siswa diolah secara kualitatif dengan mengikuti model Miles dan Huberman, yaitu reduksi data, beberan data, dan penarikan kesimpulan. Data kuantitatif yang berupa hasil tes unjuk kerja diolah dengan statistik deskriptif.

Berdasarkan hasil penelitian dan pembahasan, proses pembelajaran keterampilan menulis cerpen dilakukan dengan menerapkan pendekatan pembelajaran kontekstual dengan langkah mengkonstruksi, menemukan, dan mengembangkan pengetahuan siswa. Penggunaan pendekatan pembelajaran kontekstual dapat meningkatkan aktivitas dan hasil belajar siswa dalam menulis cerpen yang ditandai dengan aktivitas siswa meningkat positif dan keterampilan menulis cerpen meningkat pada setiap siklus. Faktor yang menyebabkan peningkatan itu adalah penggunaan pendekatan pembelajaran kontekstual yaitu (1) memunculkan variasi dalam pelaksanaan pembelajaran menulis, (2) memaksimalkan komunikasi antarsiswa dengan siswa dan guru dengan siswa, (3) memotivasi siswa dalam belajar.