

**PEMBELAJARAN MENULIS TEKS NARASI
MELALUI TEKNIK TRANSFORMASI LIRIK LAGU
PADA PEMBELAJAR BIPA TINGKAT MENENGAH
(Penelitian Subjek Tunggal pada Pembelajar BIPA Asal Korea)**

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Terampil menulis menjadi salah satu kendala bagi pembelajar BIPA dan minat dalam keterampilan ini sangatlah kurang, karena sistem bahasa ibu dan bahasa Indonesia pasti berbeda. Setiap bahasa mempunyai tata bunyi, tata bentuk, tata kalimat, tata paragraf, dan tata wacananya masing-masing. Dengan kata lain setiap bahasa memiliki sistem bahasanya sendiri, bahasa Indonesia dan bahasa asing pasti terdapat perbedaan. Dalam CEFR (*Common European Framework of Reference*), standar yang digunakan pada pembelajaran BIPA, untuk tingkat menengah (B1 dan B2), pembelajar harus sudah memiliki standar kemampuan menuliskan kejadian yang nyata ataupun pengalaman fiksi secara detail dan mudah dipahami sehingga peneliti memfokuskan pada pembelajaran menulis teks narasi karena menuliskan kejadian sama halnya dengan menulis teks narasi. Adapun tujuan dalam penelitian ini adalah sebagai berikut: (1) mendeskripsikan kemampuan menulis teks narasi subjek penelitian sebelum diberikan intervensi dalam tahap *baseline* A1; (2) mendeskripsikan kendala-kendala yang dialami subjek penelitian dalam tahap *baseline* A1; (3) mendeskripsikan kemampuan menulis teks narasi subjek penelitian ketika diberi intervensi dengan menggunakan teknik transformasi lirik lagu; (4) mendeskripsikan kendala-kendala yang dialami subjek penelitian dalam tahap intervensi; (5) mendeskripsikan kemampuan menulis teks narasi subjek penelitian setelah diberi intervensi dalam tahap *baseline* A2; (6) mendeskripsikan kendala-kendala yang dialami subjek penelitian dalam tahap *baseline* A2; (7) mendeskripsikan perbandingan kemampuan menulis teks narasi subjek penelitian antara tahap *baseline* A1, intervensi, dan *baseline* A2.

Penelitian ini menggunakan metode subjek tunggal. Metode ini digunakan karena terbatasnya subjek penelitian yang hanya berjumlah satu orang dan instrumen yang digunakan adalah tes dan wawancara. Subjek penelitian ini adalah siswa asing dengan kemampuan berbahasa Indonesia tingkat menengah atau dikenal dengan sebutan pembelajar BIPA tingkat menengah yang berasal dari Korea Selatan.

Pada tahap *baseline* A1 subjek mendapatkan nilai rata-rata 57 dengan kategori keterangan skor dari skor ideal 100 skor <60 = sangat kurang. Setelah diberi perlakuan dengan teknik transformasi lirik lagu pada tahap intervensi subjek mengalami peningkatan, nilai rata-rata subjek adalah 85,75 dengan kategori keterangan skor 85-100 = sangat baik. Selanjutnya, pada tahap *baseline* A2 subjek mendapatkan nilai rata-rata 94 dengan kategori keterangan skor 85-100 = sangat baik. Berdasarkan hal tersebut, pembelajaran menulis teks narasi dengan menggunakan teknik transformasi lirik lagu dapat terbukti meningkatkan kemampuan menulis teks narasi bagi pembelajar BIPA tingkat menengah. Kendala dan kesulitan menulis teks narasi bagi pembelajar BIPA tingkat menengah terdapat pada aspek tata bahasa seperti kosakata yang dikuasai belum terlalu banyak, pilihan kata/diksi, dan ejaan. Selanjutnya, pembelajar BIPA tingkat menengah belum tahu unsur-unsur narasi hal ini dibuktikan pada tes awal *baseline* A1, contohnya dalam membuat cerita subjek hanya menyebutkan tokoh saja tanpa menggambarkan watak tokoh.

Lida Adilah, 2015

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**LEARNING OF NARRATIVE TEXT WRITING THROUGH SONG LYRIC
TRANSFORMATION TECHNIQUE IN INTERMEDIATE LEVEL BIPA LEARNER
(Single Subject Research on The Korean BIPA Learner)**

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Being competence in writing has become a burden for most of BIPA learners for they have lack of Interest on it. The language system of their mother tongue differs from Indonesian language. Each language has its own terms on phonetic, syntax, morphology, and the discourse itself. In other words, every language has its own system which is different from each other, as well as Indonesian language with foreign language. Based on CEFR (Common European Framework of Reference), the standard syllabus in foreign language learning for intermediate level (B1 and B2), where learners ought to have the ability in writing what has occurred both in real life and fiction in all detail and can be understood by others. Hence, researcher has focused the learning in process on writing narative text. The goal of this research are: (1) to describe the learner's writing competence on narrative text before the intervention on baseline 1; (2) to describe the constraints experienced by the subject of research in the baseline 1; (3) to describe the learner's writing competence on narrative text when the song lyric transformation technique is being given as the treatment; (4) to describe the constraints experienced by the subject of research in the intervensi; (5) to describe the learner's writing competence on narrative text after the intervention has been given on baseline 2; (6) to describe the constraints experienced by the subject of research in the baseline 2; (7) to describe the comparison of learner's writing competence on baseline A1, intervention, and baseline A2.

This research has used the single subject research. This method was used since there was only one partisipant as a subject in this research and the instruments were the writing test and observation. The partisipant in this research was a foreign learner whose Indonesian language's ability was still in the intermediate level, or was known as an intermediate learner of BIPA who came from South Korea.

On the first stage baseline A1, the partisipant got the mark on the average 57 which was categorized as lower student based on range 60 – 100. After the learner was treated by treatment using the song lyric transformation technique, he got improved by getting the mark on average 85,75 which was categorized as high students based on range 85 – 100. On the baseline A2, learner started to get a higher mark, 94 which was categorized as a higher students based on range 85 – 100. Based on those results, the song lyric transformation technique was proved to be improving learner's writing competence on narrative text. The constraints that could be found on BIPA learner's narrative text was about the linguistic choice, such as vocabulary since they had still limited words, spelling grammar. The learner has not known yet of the narrative terms. It was evident on the first stage's test where learner were only referring to one character without even describing its character.