

MODÉL STUDENT FACILITATOR AND EXPLAINING

DINA PANGAJARAN NULIS

TÉKS PENGALAMAN PRIBADI

**(Studi Kuasi Ékspérimén ka Siswa Kelas VII.16
SMP Negeri 4 Cimahi Tahun Ajaran 2014/2015)¹**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis teks pengalaman pribadi dengan menggunakan modé尔 *Student Facilitator and Explaining* dan daya beda antara kemampuan sebelum dan sesudah menggunakan model *Student Facilitator and Explaining*. Metode yang digunakan dalam penelitian ini adalah metode kuasi eksperimen atau eksperimen semu dengan menggunakan *one group pre-test and post-test group design*. Sumber data dalam penelitian ini adalah siswa kelas VII.16 SMP Negeri 4 Cimahi tahun ajaran 2014/2015 yang berjumlah 29 orang. Hasil dari penelitian ini yaitu, (1) siswa mendapat nilai rata-rata 65,5 pada tes awal atau prates dan termasuk kategori belum mampu; (2) siswa mendapat nilai rata-rata 79,7 pada tes akhir atau pascates dan termasuk dalam kategori mampu; dan (3) adanya perbedaan signifikan antara kemampuan menulis teks pengalaman pribadi sebelum dan sesudah menggunakan model *Student Facilitator and Explaining*, hal tersebut dapat telihat dari hasil uji hipotesis bahwa $t_{hitung} (11,23) > t_{tabel} (2,46)$. Hal ini menyatakan bahwa model *Student Facilitator and Explaining* dapat meningkatkan kemampuan menulis teks pengalaman pribadi siswa kelas VII.16 SMP Negeri 4 Cimahi tahun ajaran 2014/2015.

Kata Kunci: *model Student Facilitator and Explaining, menulis, teks pengalaman pribadi*

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STUDENT FACILITATOR AND EXPLAINING MODEL IN WRITING RECOUNT TEXT

**(A Quasi-Experimental Study to Seven-First-Grade-Students (Class 16)
in SMPN 4 Cimahi Academic Year 2014/2015)³**

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ABSTRACT

The reason of this incompetence is most likely because of the difficulty to connect ‘telling a story’ to ‘writing a story’; in other words, the students are only capable of expressing their experiences orally. Nevertheless, to do the same in written form, the students find it difficult to get the ideas to write as well as to organize them in the form of written mode. This study aims to investigate students’ competence to write recount texts by using Student Facilitator and Explaining model. Furthermore, this study applies quasi-experimental method by using one group pre-test and post-test group design. The data are seven-first-grade-students (class 16) from SMPN 4 Cimahi, academic year 2014/ 2015. The Findings show that, (1) the students’ pre-test mean score is 65.5, which are still considered incompetent; (2) after the application of Student Facilitator and Explaining model, the students’ mean score in post-test improves into 79.7, which are considered competent; and (3) this increase indicates significant improvement that can be seen from the hypothesis that $t_{count}(11,23) > t_{table}(2.46)$. This result shows that Student Facilitator and Explaining model can improve the writing competence of first-grade-students (class 16) from SMPN 4 Cimahi, academic year 2014/ 2015 to compose better-quality recount texts.

Key Words: *Student Facilitator and Explaining Model, writing, recount text*

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