

ABSTRAK

PENERAPAN LANGKAH-LANGKAH DALAM PROSES MENULIS (WRITTING PROCESS) UNTUK MENINGKATKAN KETERAMPILAN MENULIS KARANGAN NARASI SISWA SEKOLAH DASAR

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Penelitian ini dilatarbelakangi oleh rendahnya proses dan hasil belajar peserta didik pada mata pelajaran bahasa Indonesia tentang keterampilan menulis karangan narasi. Hal tersebut dapat dilihat bahwa lebih dari 50% hasil nilai peserta didik belum mencapai nilai KKM yang telah ditentukan yaitu 70. Penelitian ini bertujuan untuk mengetahui proses dan hasil belajar menulis karangan narasi siswa SD kelas tinggi yang menerapkan langkah-langkah dalam proses menulis (*writing process*). Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang mengadaptasi model Kemmis dan Mc Taggart. Hasil penelitian menunjukkan adanya peningkatan, terlihat dari peserta didik mulai aktif bekerjasama dalam kelompok dan perolehan nilai peserta didik juga mengalami peningkatan pada setiap siklusnya pada materi menulis karangan narasi. Pada siklus I, nilai rata – rata peserta didik mencapai 70,19 dengan persentase ketuntasan belajar 52%. Sedangkan pada siklus II, nilai rata – rata peserta didik mencapai 86,4 dengan persentase ketuntasan belajar 95% dan sudah mencapai kriteria ketuntasan belajar yang peneliti inginkan yaitu 85%. Berdasarkan penelitian yang telah dilakukan, dapat disimpulkan bahwa kemampuan menulis karangan narasi siswa SD dapat meningkat melalui penerapan langkah-langkah dalam proses menulis (*writing process*). Adapun peneliti memberikan saran antara lain: 1) bagi guru, dapat mencoba menggunakan langkah-langkah dalam proses menulis (*writing process*) dalam melaksanakan kegiatan belajar mengajar. 2) bagi kepala sekolah, diharapkan dapat memotivasi guru untuk menguasai berbagai model pembelajaran sehingga pembelajaran tidak monoton. 3) bagi peneliti lain, diharapkan mampu melakukan penelitian melalui penerapan langkah-langkah dalam proses menulis (*writing process*) dengan baik.

Kata kunci : *langkah-langkah dalam proses menulis (writing process), Keterampilan menulis, karangan narasi.*

ABSTRACT

APPLICATION PROCESS STEPS IN WRITING (WRITING PROCESS) TO IMPROVE SKILLS WRITING NARRATION ELEMENTARY SCHOOL STUDENTS

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This research is motivated by the low process and the learning outcomes of students in subjects Indonesian about narrative essay writing skills. It can be seen that more than 50% of the value of learners KKM has not reached the predetermined value, namely 70. This study aims to determine the process and learning outcomes narrative essay writing high-grade primary school students to implement measures in the process of writing (writing process). The method used in this research is a classroom action research (PTK) which adapts the model Kemmis and Mc Taggart. The results showed an increase, as seen from the students began to actively cooperate in a group and the acquisition value of students also increased at each cycle on narrative essay writing material. In the first cycle, value - average learners achieve mastery learning 70.19 with the percentage of 52%. While in the second cycle, value - average learners achieve 86.4 with 95% percentage of mastery learning and mastery learning has already reached the criteria that researchers want ie 85%. Based on the research that has been done, it can be concluded that the ability to write a narrative essay elementary students can be increased through the implementation of the steps in the writing process (writing process). The researchers gave suggestions include: 1) for teachers, can try using the steps in the writing process (writing process) in conducting teaching and learning activities. 2) for principals, is expected to motivate teachers to master a variety of learning models so that learning is not monotonous. 3) for other researchers, are expected to do research through the implementation of the steps in the writing process (writing process) well.

Keywords: *steps in the writing process (writing process), writing skills, essay narrative.*