

ABSTRAK

PENERAPAN MODEL COOPERATIVE LEARNING TIPE ROUND TABLE UNTUK MENGEMBANGKAN KETERAMPILAN MENULIS KARANGAN NARASI SISWA KELAS III SEKOLAH DASAR

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Penelitian ini adalah Penelitian Tindakan Kelas (PTK) mengenai Penerapan Model *Cooperative Learning* Tipe *Round Table* untuk Mengembangkan Keterampilan Menulis Karangan Narasi Siswa Kelas III Sekolah Dasar. Penelitian ini secara umum bertujuan untuk: (1) memperoleh gambaran proses pembelajaran yang menerapkan model *Cooperative learning* dengan tipe *Round Table* dalam kegiatan menulis karangan narasi siswa; dan (2) mengetahui peningkatan keterampilan menulis karangan narasi siswa setelah diterapkan model *Cooperative Learning* dengan tipe *Round Table*. Penelitian ini dilatar belakangi oleh rendahnya Keterampilan Menulis Karangan Narasi Siswa Kelas III di salah satu SD di Kecamatan Sukasari. Hal ini terlihat dari hasil pra siklus yang telah dilakukan untuk keterampilan menulis karangan narasi, berada pada predikat kurang terampil dengan persentase sebesar 48%. Berdasarkan hasil observasi yang dilakukan, pembelajaran yang dilaksanakan selama ini menggunakan metode konvensional yaitu ceramah, siswa menulis dengan cara didikte oleh guru, tanpa ada gambar atau media pembelajaran lainnya dan cenderung pembelajaran di kelas monoton sehingga membuat siswa cepat bosan. Berdasarkan permasalahan tersebut, maka dilakukan Penelitian Tindakan Kelas yang mengadaptasi model Kemmis&McTaggart sebanyak tigasiklus. Teknik pengumpulan data yang digunakan yaitu tes dan non-tes. Instrumen yang digunakan yaitu lembar observasi kegiatan guru dan siswa, catatan lapangan, dan tes keterampilan menulis karangan narasi yang dilaksanakan pada saat proses pembelajaran. Hasil penelitian menunjukkan berdasarkan hasil lembar observasi maupun tes keterampilan menulis karangan narasi terjadi peningkatan persentase menulis karangan narasi di setiap siklusnya. Pada Siklus I persentase keterampilan menulis sebesar 59%, Siklus II meningkat menjadi sebesar 74% dan Siklus III kembali meningkat menjadi sebesar 85%. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa penerapan model *Cooperative Learning* dengan tipe *Round Table* dapat meningkatkan keterampilan menulis karangan narasi siswa.

Kata Kunci: *Cooperative Learning, Round Table, Karangan Narasi.*

ABSTRACT

Cooperative Learning Round Table Type Model Application For Developing Student's Narrative Essay Writing Skills Of Third Grade

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This research is classroom action research (CAR) on the Cooperative Learning Round Table type Model Application for Developingstudent'sNarrative Essay Writing Skills of third grade. This research generally aimed to: (1) obtainingdescription of the learning process which applies Cooperative Learning Round Table type models in the student's narrative essay writing activities; and (2) to determining the improvement of student's narrative essay writing skills when Cooperative Learning Round Table typemodels was applied. This research was motivated by the low student's Narrative Essay Writing Skills of third grade in an elementary school at the District Sukasari. This is evident from the pre-cycle results that has been done for narrative essay writing skills, that are in less skilled predicate with percentage of 48%. Based on observations was made, during all this time, learning are implemented by using the conventional method, namely lectures, students have to write in a way dictated by the teacher with no pictures or other learning media and learning process in the classroom tend to be monotonous and made the students get bored quickly. Based on these problems, then Classroom Action Research which was adapted from Kemmis & McTaggart models, carried out in three cycles. Data collection techniques were used test and non-test. The instrument used observation sheet activities of teachers and students, field notes and narrative essay writing skills test carried out during the learning process. The results showed based on the results of the observation sheet and narrative essay writing skills test the percentage of essay writing narrative is increasing in each cycle. In the first cycle, percentage of writing skills is about 59%, the second cycle increased by 74% and third Cycle increased up to 85%. Based on these results it can be concluded that the Cooperative Learning Round Table type model application can improve students' narrative essay writing skills.

Keyword: Cooperative Learning, Round Table, Narrative Essay.

