

**ABSTRAK**  
**PENINGKATAN KETERAMPILAN MENULIS CERITA PENDEK MELALUI**  
**STRATEGI MENULIS TERBIMBING BERBANTUAN MEDIA GAMBAR**  
**PERISTIWA**

**(Penelitian Tindakan Kelas terhadap Siswa Kelas XI IPS 1 SMA Negeri 6 Cimahi  
Tahun Ajaran 2017/2018)**

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Penelitian ini dilatarbelakangi oleh permasalahan yang timbul selama proses pembelajaran menulis di kelas, khususnya pelajaran menulis cerpen. Penelitian ini mengupayakan adanya peningkatan terhadap aktivitas belajar dan keterampilan menulis cerpen siswa dengan menerapkan Strategi Menulis Terbimbing berbantuan media gambar peristiwa. Tujuan penelitian ini adalah untuk mendeskripsikan perencanaan, pelaksanaan, dan hasil pembelajaran menulis cerpen siswa dengan menerapkan Strategi Menulis Terbimbing berbantuan media gambar peristiwa. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan desain penelitian model Kemmis dan Mc Taggart. Penelitian ini terdiri atas 2 siklus yang pada setiap siklusnya terdapat perencanaan, pelaksanaan, pengamatan, dan refleksi. Subjek penelitian ini adalah siswa kelas XI IPS 1 SMA Negeri 6 Cimahi. Instrumen yang digunakan dalam penelitian ini di antaranya tes, lembar penilaian tes, lembar observasi aktivitas guru dan siswa, catatan lapangan, wawancara, angket dan jurnal siswa serta dokumentasi. Teknik analisis dalam penelitian ini mencakup proses tindakan kelas yang dilakukan secara kualitatif dan analisis hasil tindakan secara kuantitatif. Kriteria keberhasilan penelitian ini dilihat dari adanya peningkatan proses pembelajaran dengan kategori minimal baik (B) dan nilai akhir cerpen siswa memenuhi ketuntasan klasikal minimal 85%. Berdasarkan hasil penelitian, pembelajaran dengan menerapkan Strategi Menulis Terbimbing berbantuan media gambar peristiwa dapat meningkatkan aktivitas dan keterampilan siswa dalam menulis cerpen. Pada siklus I aktivitas proses pembelajaran siswa mendapat kategori cukup (C), sedangkan pada siklus II mendapat kategori baik (B). Sementara itu, rata-rata nilai cerpen siswa pada pra-tindakan adalah 61,19, siklus I sebesar 74,03 dengan ketuntasan klasikal 60% dan siklus II sebesar 83,29 dengan ketuntasan klasikal 90,32%.

**Kata kunci:** strategi menulis terbimbing, media gambar peristiwa, keterampilan menulis cerita pendek.

**Patimah Rizki Supardi, 2017**

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BERBANTUAN MEDIA GAMBAR PERISTIWA (PENELITIAN TINDAKAN KELAS TERHADAP SISWA KELAS  
X1 IPS 1 SMAN 6 CIMAH)***

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**ABSTRACT**  
**IMPROVING SHORT STORIES WRITING SKILL THROUGH GUIDED**  
**WRITING STRATEGY WITH PICTURES SEQUENCING**

**(A Classroom Action Research on the Students of Class XI IPS 1 SMA Negeri 6  
Cimahi in Academic Year 2017/2018)**

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This research is motivated by the problems that arise during writing learning process in the classroom, especially in writing short stories. This research tries to improve students' learning activities and their short story writing skill by applying Guided Writing Strategy with pictures sequencing. The purpose of this research is to describe the planning, the action, and the students' short stories writing outcomes by applying Guided Writing Strategy with pictures sequencing. The method used in this research is Classroom Action Research which is adapted from Kemmis and Mc Taggart's model. This research was conducted in two cycles in which each cycle includes the stage of planning, action, observation, and reflection. The subjects of this research are the students of class XI IPS 1 SMA Negeri 6 Cimahi. Several instruments were used in this research such as tests, test scores, teacher and students' activity observation sheets, field notes, interviews, students' questionnaires and journal, and lastly, documentation. Analytical techniques used in this study included the process of classroom action which was conducted qualitatively while the results were analyzed quantitatively. The accomplishment of this research can be seen from the improvement of students' learning process by achieving 'Good' (B) grade as the minimum criterion and the students' short stories final score achieves mastery 85%. Based on the gained results, the application of Guided Writing Strategy with pictures sequencing can increase the students' skill in writing short stories. At the first cycle, the students' learning process achieved 'Average' (C) grade. Gradually, in the second cycle, it achieved 'Good' (B) grade. Meanwhile, the students' average score in pre-action was 61.19, in the first cycle was 74.03 with mastery 60%, and in the second cycle was 83.29 with mastery 90.32%.

**Keywords:** guided writing strategy, pictures sequencing, short story writing skills.

**Patimah Rizki Supardi, 2017**

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