

## ABSTRAK

Saputri, Eviliana Sinta. 2018. *Pengembangan Modul Pembelajaran Unsur-unsur Intrinsik Cerpen dengan Menggunakan Metode Kooperatif untuk Siswa Kelas XII Semester 1 SMA Stella Duce Bantul Yogyakarta*. Skripsi. Yogyakarta: Pendidikan Bahasa Sastra Indonesia, Fakultas Keguruan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini merupakan penelitian pengembangan. Produk yang dihasilkan adalah modul pembelajaran berisi materi unsur-unsur intrinsik cerpen dengan menggunakan metode kooperatif model pembelajaran yaitu *Two Stay Two Stray* (TSTS), *Numbered Head Together* (NHT), dan *Everyone Is a Teacher Here* (ETH). Permasalahan yang dibahas dalam penelitian ini adalah bagaimana pengembangan modul materi unsur-unsur intrinsik cerpen dengan metode kooperatif mata pelajaran Bahasa Indonesia kelas XII di SMA Stella Duce Bantul Yogyakarta? Penelitian ini bertujuan untuk mengembangkan modul pembelajaran materi unsur-unsur intrinsik cerpen untuk siswa SMA kelas XII semester I.

Peran modul pembelajaran sangat membantu proses belajar mengajar di kelas. Penelitian pengembangan ini mengadaptasi metode penelitian R&D Borg dan Gall. Prosedur pengembangan modul terdiri dari 10 langkah yaitu 1) penelitian dan pengumpulan data, 2) perencanaan, 3) pengembangan produk, 4) penyempurnaan produk, 5) uji coba lapangan, 6) revisi hasil uji coba, 7) uji coba awal, 8) uji pelaksanaan lapangan, 9) penyempurnaan produk akhir, 10) diseminasi. Langkah-langkah tersebut digunakan sebagai acuan peneliti untuk mengetahui keaktifan belajar peserta didik dan proses mengajar guru di kelas.

Hasil pengembangan modul materi unsur-unsur intrinsik cerpen terdiri dari tiga jenis cerpen dipadukan dengan metode kooperatif berbasis *Two Stay Two Stray* (TSTS), *Numbered Head Together* (NHT), dan *Everyone Is a Teacher Here* (ETH). Hal ini yang membedakan ciri khas produk modul peneliti dengan produk penelitian lain yaitu dilihat dari isi materi yang terdapat metode pengajaran sudah dipaparkan dalam isi modul pembelajaran. Selain itu karakteristik modul materi unsur-unsur intrinsik cerpen memiliki beberapa bagian yaitu 1) *self-instructional*, 2) *self-contained*, 3) *stand alone*, 4) adaptif, 5) *user friendly*. Tujuan produk modul ini untuk mempermudah guru mengajar sebagai bahan ajar dan meningkatkan proses belajar aktif untuk peserta didik. Hasil validasi produk modul pembelajaran diperoleh dari dosen ahli dengan nilai sebesar 84,3% dan guru Bahasa Indonesia sebesar 87,8%. Persentase rata-rata hasil penilaian dosen ahli dan guru bahasa Indonesia sebesar 86,05% dengan kategori sangat baik. Simpulan peneliti dari hasil rancangan modul pembelajaran dapat dikatakan layak diterapkan di sekolah karena telah memenuhi kebutuhan proses belajar serta membantu pelaksanaan mengajar guru.

Kunci: Modul pembelajaran, metode kooperatif, materi unsur-unsur intrinsik cerpen.

## ABSTRACT

Saputri, Eviliana Sinta. 2018. *The Development of Short Story Intrinsic Elements Module Using Cooperative Method for the First Semester XII Grade Students of Stella Duce 1 Senior High School Bantul Yogyakarta*. A thesis. Yogyakarta: Indonesian Education and Literature, Faculty of Teacher Training and Education, Sanata Dharma University

*This study was a developmental research. This research's product was a learning module containing short story intrinsic elements material using cooperative method learning model, those are: Two Stay Two Stray (TSTS), Numbered Head Together (NHT), and Everyone Is a Teacher Here (ETH). The issue discussed in this research was "how is the development of short story intrinsic elements module using cooperative method in Bahasa Indonesia Subject in the XII grade of Stella Duce 1 Senior High School Bantul Yogyakarta?" The aim of this research was to develop the short story intrinsic elements module for the first semester XII grade students.*

*The role of a learning module is very helpful in the teaching-learning process in a class. This developmental research adapted the Borg and Gall's R&D research method. The procedures of the module development consisted of 10 steps, those are: 1) research and data gathering, 2) planning, 3) product development, 4) product improvement, 5) field trials, 6) revision of trial results, 7) initial test, 8) field implementation test, 9) final product improvement, 10) dissemination. Those steps were used as a reference for the researcher to determine the learning liveliness of the students and the teacher's teaching process in a class.*

*The development's result of the short story intrinsic elements module material consists of three kinds of short story combined with cooperative method based on Two Stay Two Stray (TSTS), Numbered Head Together (NHT), and Everyone Is a Teacher Here (ETH). That was the characteristic of the researcher's module product which is different from other research products seen from the material content which contains the learning method which was already described in the contents of the learning module. Furthermore, the characteristic of short story intrinsic elements module material consists of several parts, those are: 1) self-instructional, 2) self-contained, 3) stand alone, 4) adaptive, 5) user friendly. The purposes of this module were to help teachers to teach as a teaching material and to improve the active learning process for students. The result of validation of the learning module product was obtained from the expert lecturer with the value of 84.3% and the Indonesian language teacher was 87.8%. The average percentage of the assessment results of expert lecturer and Indonesian language teacher amounted to 86.05% categorized in the very good category. The researcher's conclusion from the design result of the learning module can be said that it is feasible to be applied in schools because it has fulfilled the requirement of learning process as well as help the teaching implementation of teachers.*

*Keywords: Learning module, cooperative method, intrinsic elements of short story material.*