

ABSTRAK

Wardhani, Gabriella Gati. 2007. *Perbedaan Prestasi Belajar Bahasa Indonesia Berdasarkan Urutan Kelahiran (Studi Kasus pada Siswa Kelas IV SD Negeri Mekarjaya 13, Depok, Kota Depok, Jawa Barat, Tahun Ajaran 2006/2007)*. Skripsi PBSID, FKIP, USD, Yogyakarta.

Penelitian ini merupakan penelitian kuantitatif. Dilihat dari adanya data yang sudah tersedia, penelitian ini termasuk dalam penelitian *ex post facto*. Penelitian ini bertujuan untuk (1) mendeskripsikan prestasi belajar bahasa Indonesia anak pertama pada siswa kelas IV SD Negeri Mekarjaya 13, Depok, (2) mendeskripsikan prestasi belajar bahasa Indonesia bukan anak pertama pada siswa kelas IV SD Negeri Mekarjaya 13, Depok, (3) mendeskripsikan perbedaan prestasi belajar bahasa Indonesia berdasarkan urutan kelahiran pada siswa kelas IV SD Negeri Mekarjaya 13, Depok.

Populasi penelitian ini adalah siswa kelas IV SD Negeri Mekarjaya 13, Depok, Kota Depok, Jawa Barat, tahun ajaran 2006/2007 yang berjumlah 48 siswa. Dari 48 siswa tersebut, jumlah siswa yang termasuk anak pertama ada 19 siswa dan 29 siswa lainnya termasuk bukan anak pertama (anak kedua, anak ketiga, anak keempat, anak kelima, dan anak keenam). Instrumen yang digunakan dalam penelitian ini adalah ulangan umum bersama (UUB) mata pelajaran bahasa Indonesia kelas IV semester I dan semester II, tahun ajaran 2006/2007.

Dalam penelitian ini penulis mengajukan tiga hipotesis yang didasarkan pada pembahasan teoritis yang telah dilakukan. Ketiga hipotesis tersebut (1) prestasi belajar bahasa Indonesia anak pertama siswa kelas IV SD Negeri Mekarjaya 13, Depok, Kota Depok, Jawa Barat, tahun ajaran 2006/2007 baik, (2) prestasi belajar bahasa Indonesia bukan anak pertama siswa kelas IV SD Negeri Mekarjaya 13, Depok, Kota Depok, Jawa Barat, tahun ajaran 2006/2007 cukup, dan (3) ada perbedaan prestasi belajar bahasa Indonesia berdasarkan urutan kelahiran pada siswa kelas IV SD Negeri Mekarjaya 13, Depok, Kota Depok, Jawa Barat, tahun ajaran 2006/2007.

Analisis data dilakukan dengan memisahkan data antara siswa yang termasuk anak pertama dan siswa yang termasuk bukan anak pertama, menghitung skor rata-rata (*mean*) UUB semester I dan semester II, mengubah skor rata-rata (*mean*) menjadi nilai jadi dengan menggunakan pedoman penilaian hasil belajar yang dimiliki sekolah yang dijadikan tempat penelitian, dan mendeskripsikan secara verbal. Skor rata-rata (*mean*) digunakan untuk mengetahui taraf prestasi belajar bahasa Indonesia anak pertama dan bukan anak pertama. Sedangkan untuk menentukan ada-tidaknya perbedaan prestasi belajar bahasa Indonesia anak pertama dan bukan anak pertama dilakukan dengan cara mendeskripsikan secara verbal berdasarkan skor rata-rata (*mean*) yang diperoleh dari kedua kelompok tersebut.

Hasil penelitian ini menunjukkan bahwa (1) prestasi belajar bahasa Indonesia anak pertama siswa kelas IV SD adalah *cukup* dengan skor rata-rata

(*mean*) 7,03, dan berada dalam interval skor 5,55—7,04 dengan nilai ubahan C, (2) prestasi belajar bahasa Indonesia bukan anak pertama siswa kelas IV SD adalah *cukup* dengan skor rata-rata (*mean*) 6,46, dan berada dalam interval skor 5,55—7,04 dengan nilai ubahan C, dan (3) secara kuantitatif, dengan menggunakan pedoman penilaian hasil belajar SD Mekarjaya 13 yang menggunakan skala lima, *tidak ada perbedaan* prestasi belajar bahasa Indonesia berdasarkan urutan kelahiran, yaitu antara anak pertama dan bukan anak pertama. Sedangkan secara deskriptif, dengan membandingkan skor rata-rata (*mean*) anak pertama 7,03 dan skor rata-rata (*mean*) bukan anak pertama 6,46, *ada perbedaan* prestasi belajar bahasa Indonesia berdasarkan urutan kelahiran

Hasil penelitian menunjukkan bahwa prestasi belajar bahasa Indonesia anak pertama dan bukan anak pertama berada dalam taraf *cukup*. Hal ini membuktikan bahwa orang tua yang memberikan perhatian lebih dalam mendidik anak pertama, bukanlah faktor yang utama dalam meraih prestasi belajar. Faktor emosi, kondisi fisik, dan minat juga mempengaruhi prestasi belajar siswa. Oleh karena itu, orang tua hendaknya selalu menjaga kestabilan emosi anak dengan memberikan waktu istirahat yang cukup, dan selalu menjaga kesehatan anak. Guru hendaknya menggunakan metode permainan yang menarik perhatian siswa dalam proses belajar mengajar bahasa Indonesia. Selain itu, pihak sekolah dapat menyediakan sarana yang mendukung pembelajaran bahasa Indonesia. Dengan demikian, prestasi belajar bahasa Indonesia dapat meningkat.

ABSTRACT

Wardhani, Gabriella Gati. *The Differences of Learning Achievement of Indonesian Language Based on the Birth Order (Case Study on IV Grade Students in the State Junior School Mekarjaya 13, Depok, Depok City, West Java, Educational Period of 2006/2007)*. An undergraduate thesis of PBSID, FKIP, USD, Yogyakarta.

This research is a quantitative research. Seen from the existence of the already available data, this research felt into ex post facto. The aim of this research is (1) to describe the learning achievement of Indonesian language of the first born in IV grade students Junior School Mekarjaya 13, Depok, (2) to describe the learning achievement of Indonesia language who are not the first born in IV grade students in State Junior School Mekarjaya 13, Depok, and (3) to describe the differences of learning of learning achievement of Indonesia language based on the birth order on IV grade students in State Junior School Mekarjaya 13, Depok.

The population in this research is the IV grade students in State Junior School Mekarjaya 13, Depok, Depok City, West Java in educational period of 2006/2007 by amount of 48 students. From these 48 students, the amount of students which are categorized as the first born are 19 students and others 29 students are not included as the first born (that is second, third, fourth, fifth, and sixth born). The instrument which is used in this research is the final test (UUB) of Indonesian language lesson in IV grade of first and second semester in educational period of 2006/2007.

In this research the writer proposed three hypotheses that based upon theoretical study have done by the writer. These three hypotheses is (1) the learning achievement of Indonesian language of the first born in IV grade students Junior School Mekarjaya 13, Depok, Depok City, West Java in educational period of 2006/2007 is good, (2) the learning achievement of Indonesia language who are not the first born in IV grade students in State Junior School Mekarjaya 13, Depok, Depok City, West Java in educational period of 2006/2007 is average, and (3) There is the differences of learning of learning achievement of Indonesia language based on the birth order on IV grade students in State Junior School Mekarjaya 13, Depok, Depok City, West Java in educational period of 2006/2007.

The data analysis was done by separating the data between the students which were categorized as the first born an the students were categorized as not the first born by counting the mean of first and second semester examination, by changing the mean become the mark based on the evaluation guideline of learning result which is used by state junior school, the research place, and describing it verbally. The mean was used to know the level of achievement of Indonesian language of the first born and not the first born. Whereas, to determine the differences of the learning achievement of Indonesian language of the first born compared by those who were categorized as not the first born by verbal description based on the mean was which from these two groups.

This result of this research taken shows that (1) the learning achievement of Indonesian language of the first born as IV grade students in Junior School is average with the mean score of 7,03, and is in the interval of score of 5,55—7,04 by the substitution of C, (2) the learning achievement of Indonesian language of those who are not the first born as IV grade students in Junior School is average with by the mean score of 6,46, and it lies in the interval of score of 5,55—7,04 by the substitution at C, and (3) quantitatively, based on the evaluation guideline of learning result which is used by State Junior School Mekarjaya 13 which use scale of five, there isn't any differences of learning achievement of Indonesia language based on the birth order, that is between the first born and not the first born. While, descriptively by comparing the mean score of first born of 7,03 with the mean score of those who are not the first born of 6,46, there is differences of learning achievement of Indonesia language based on the birth order.

This research reveals that the learning achievement of Indonesia language of the first born and not the first born is on the level of average. It proves that the parents who give more attentions in teaching their first born is not the primary factors in achieving the learning achievement. The emotional factors, physical condition, and interest also influence the student's learning achievement. Thus, the parent should always keep the emotional of the children by give enough resting time, and always keep their children's health. The teacher should use the method of game which is attractive to the student's attention in the process of learning-teaching of Indonesia language. Moreover, the part of school could provide the tools which support the learning of Indonesia language. Thus, the student's learning achievement of Indonesia language could be increased.