

ABSTRAK

Rahayu, Kanti. *Peningkatan Kemampuan Memberikan Kritik dan Keaktifan Siswa Dalam Pembelajaran Berbicara Dengan Menggunakan Metode Kooperatif “Teknik DESSI” Siswa Kelas X Semester 2 SMA N 6 Yogyakarta 2009/2010.* Skripsi S1. Yogyakarta:PBSID, FKIP, USD

Penelitian ini membahas peningkatan kemampuan memberikan kritik dan keaktifan siswa dalam pembelajaran berbicara dengan menggunakan metode kooperatif teknik DESSI siswa kelas X semester 2 SMA N 6 Yogyakarta 2009/2010. Tujuan penelitian ini adalah mendeskripsikan peningkatan kemampuan memberikan kritik dan keaktifan siswa dalam pembelajaran berbicara dengan menggunakan metode kooperatif teknik DESSI siswa kelas X semester 2 SMA N 6 Yogyakarta 2009/2010. Subjek penelitian ini adalah siswa SMA kelas X5 semester 2 SMA N 6 Yogyakarta yang berjumlah 36 siswa. Objek penelitiannya adalah pelaksanaan pembelajaran berbicara menggunakan metode kooperatif teknik DESSI.

Penelitian ini dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan untuk mendapatkan data penelitian ini menggunakan instrumen tes berupa soal dan instrumen nontes berupa kuesioner, pertanyaan wawancara, panduan observasi, dan kamera atau *handycam*.

Analisis data yang dilakukan dengan analisis data kualitatif, digunakan untuk menganalisis data kualitatif yang diperoleh dari hasil nontes dan analisis data kuantitatif dilakukan dengan berbagai rumus tergantung jenis datanya, yakni: (1) menghitung nilai tes hasil belajar siswa, (2) menghitung nilai rata-rata, (3) menghitung persentase, dan (4) menghitung perbedaan dengan uji “t”. Data keaktifan diperoleh dari observasi langsung dengan bantuan beberapa indikator yakni: menjawab pertanyaan dari guru maupun siswa lain, mengajukan pertanyaan yang sesuai dengan materi/hal yang sedang dipelajari, memberikan tanggapan berupa saran ataupun sanggahan, mengerjakan tugas kelompok dan individu, memecahkan masalah.

Hasil penelitian menunjukkan bahwa persentase ketuntasan siswa pada siklus I sebesar 64,51% dengan nilai rata-rata 69,87 dan pada siklus II meningkat sebesar 88,23% dengan nilai rata-rata kelas 81,58. Persentase keaktifan siswa di siklus I sebesar 56,67%, dan pada siklus II meningkat menjadi 85,25%. Setelah dilakukan analisis data menggunakan uji “t” dapat disimpulkan bahwa $t_{hitung} > t_{tabel} = 3,00 > 1,69$, H_0 ditolak, H_a diterima, dengan demikian menunjukkan bahwa ada perbedaan yang signifikan pada kemampuan berbicara siswa di siklus I dan siklus II. Berdasarkan data tersebut dapat disimpulkan bahwa penggunaan metode kooperatif dengan teknik DESSI dapat meningkatkan kemampuan memberikan kritik dan keaktifan siswa dalam pembelajaran berbicara siswa kelas X semester 2 SMA N Yogyakarta 2009/2010.

ABSTRACT

Rahayu, Kanti. *The Improvement In Giving Criticism And Students' Participation in Speaking Lesson Using Cooperative Method With DESSI Technique For 10th Grade Students In 2nd Semester At SMAN 6 Yogyakarta 2009/2010*. Undergraduate Thesis. Yogyakarta: Indonesian, Local Language and Literature Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

This research discussed the improvement in giving criticism skill and students' participation in speaking lesson using cooperative method DESSI technique for 10th grade students in 2nd semester at SMA N 6 Yogyakarta 2009/2010. This research aimed to describe the improvement in giving criticism and students' liveliness in speaking lesson using cooperative method DESSI technique for 10th grade students in 2nd semester at SMA N 6 Yogyakarta 2009/2010. The subjects of this research were the 36 high school students in X5 class in 2nd semester at SMA N 6 Yogyakarta. The research object was the speaking learning implementation using cooperative method DESSI technique.

This research was conducted in two cycles. Each cycle consisted from planning, action, observation, and reflection. The instruments which were used to collect the research data used test instruments in the form of questions and non-test instruments were questionnaire, interview questions, observation guideline, and camera or handycam.

The data analysis was conducted through qualitative data analysis which was used to analyze qualitative data obtained from non-test result and quantitative data analysis which was conducted using various formula which was relied on the type of the data, they were: (1) calculating students' test result point (2) calculating the average point, (3) calculating the percentage and (4) calculating the disparity with "t" test. Participation data were obtained from direct observation with the help from some indicators, they were: answering questions from the teacher or other students, rising questions which are relevant with the materials/topic being learnt, giving response in the from of suggestion or disagreement, doing group and individual task, solving problems.

The result of the research showed that the students' completeness percentage in cycle I was 64,51% with average point 69,87 and in cycle II it increased as 88,23% with class average point 81,58. The percentage of students' participation in cycle I was 56,67% and in cycle II it increased as 85,25%. After applying data analysis using "t" test, it could be concluded that $t_{\text{account}} > t_{\text{table}} = 3,00 > 1,69$, H_0 was denied and H_a was accepted. For that reason, it could be seen that there was a significant disparity in students' speaking skill in cycle I and cycle II. Based on that data, it could be concluded that the use of cooperative method DESSI technique could improve giving criticism skill and students' participation in speaking class for 10th grade students in 2nd semester at SMA N 6 Yogyakarta 2009/2010.