

**ABSTRAK**

Suprimanto, Agustinus. 2012. *Peningkatan Kemampuan Menulis Paragraf Persuasif dalam Pembelajaran yang Menggunakan Metode Kooperatif Teknik Jigsaw pada Siswa Kelas X-2, Semester 2, SMA Stella Duce Bantul Tahun Pelajaran 2011/2012*. Skripsi. Yogyakarta: PBSID, FKIP, USD.

Penelitian ini mengkaji peningkatan kemampuan menulis paragraf persuasif dalam pembelajaran yang menggunakan metode kooperatif teknik jigsaw pada siswa kelas X-2, semester 2, SMA Stella Duce Bantul tahun pelajaran 2011/2012. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan di kelas X-2 SMA Stella Duce Bantul, semester 2 tahun ajaran 2011/2012, yang siswanya berjumlah 22 siswa. Penelitian ini dilaksanakan pada bulan November 2011 hingga bulan Mei 2012.

Tujuan penelitian tindakan kelas ini adalah untuk mengetahui dan mendeskripsikan peningkatan kemampuan menulis paragraf persuasif siswa dalam pembelajaran menulis yang menggunakan metode kooperatif teknik jigsaw siswa kelas X-2 semester 2 SMA Stella Duce Bantul tahun pelajaran 2011/2012. Dalam pembelajarannya, masing-masing siswa mendapat kesempatan untuk memberikan kontribusi mereka dalam pembelajaran kepada anggota kelompok yang lain.

Penelitian ini dirancang dalam 2 siklus, tiap siklusnya terdiri dari perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan untuk mendapatkan data penelitian ini adalah tes dan nontes. Instrumen tes berupa soal dan instrumen nontes berupa kuesioner, pertanyaan wawancara, panduan observasi, dan alat dokumentasi.

Data yang diperoleh dalam penelitian ini adalah data kuantitatif dan data kualitatif. Data kuantitatif dianalisis dengan menggunakan uji-t, sedangkan data kualitatif dianalisis dengan menggunakan teknik analisis isi.

Implementasi metode kooperatif teknik jigsaw dalam pembelajaran menulis paragraf persuasif berjalan sesuai dengan rencana, yakni guru melaksanakan pembelajaran sesuai dengan RPP yang telah disusun dan mampu memberikan pembelajaran yang menarik bagi siswa. Dalam penerapannya pula siswa menjadi antusias dalam belajar, serta seluruh siswa terlibat aktif dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa persentase ketuntasan siswa pada prates sebesar 27,27% dengan nilai rata-rata kelas 65,68, pada siklus I meningkat menjadi 63,63% dengan nilai rata-rata kelas 69,09, dan pada siklus II meningkat menjadi 81,81% dengan nilai rata-rata kelas 74,81. Setelah dilakukan analisis data menggunakan uji-t, dapat disimpulkan bahwa ada perbedaan yang signifikan pada kemampuan menulis paragraf persuasif pada siswa kelas X-2 pada prates, siklus I, dan siklus II. Berdasarkan data tersebut dapat disimpulkan bahwa penggunaan metode kooperatif teknik jigsaw dapat meningkatkan kemampuan menulis paragraf persuasif dalam pembelajaran menulis.

**ABSTRACT**

Suprimanto, Agustinus. 2012. *The Improvement of Persuasive Paragraph Writing Ability in The Lessons by Using The Cooperative Jigsaw Technique Method on Grade X-2 Students, Second Semester, Stella Duce Senior High School in Bantul, Academic Year of 2011/2012*. 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 of persuasive paragraph writing ability in the lessons which was using the cooperative jigsaw technique method on grade X-2 students of Stella Duce Senior High School in Bantul in the second semester of 2011/2012 academic year. This research was a Classroom Action Research which was conducted on 22 students of grade X-2 of Stella Duce Senior High School in the second semester of 2011/2012 academic year. This research was conducted from November 2011 until May 2012.

The aim of this research was to determine and to describe the improvement of persuasive paragraph writing ability in the lessons by using the cooperative jigsaw technique method on grade X-2 students of Stella Duce Senior High School in Bantul in the second semester of 2011/2012 academic year. During the lessons, each student had opportunities to give their contribution to the group members.

This research was designed into 2 cycles. Each cycle consisted of planning, action, observation, and reflection. The test and the non-test instruments were applied to collect the research data. The test instrument was in form of questions and the non-test instruments were in form of questionnaire, interview questions, observation guidance, and documentation instruments.

Qualitative and quantitative data were the results which were obtained from this research. The qualitative data were analyzed by using the t-test, and the qualitative data were analyzed by using content analysis technique.

The implementation of cooperative jigsaw technique in persuasive paragraph lesson went on according to the plan, where the teacher applied the lesson according to the RPP which was arranged and the teacher was able to conduct an interesting lesson for the students. The students were also enthusiastic in following the lesson and all of them were involved actively in the lesson. The result of the research showed that the students' completeness percentage in pre-test was 27,27% with the average class score at 65,68, and in the 1<sup>st</sup> cycle it increased to 63,63% with average class score at 69,09, and in the 2<sup>nd</sup> cycle it increased to 81,81% with average class score at 74,81. After analyzing the data using the t-test, it can be concluded that there was a significant difference on persuasive paragraph writing ability on students in grade X-2 in the pre-test, the 1<sup>st</sup> cycle, and the 2<sup>nd</sup> cycle. Based on the data, it can be concluded that the use of the jigsaw technique cooperative method could improve persuasive paragraph writing ability in writing lessons.