

ABSTRAK

Santiningtyas, Agustina Ria. 2012. *Pengembangan Perangkat Pembelajaran Menulis dengan Pendekatan Kontekstual untuk Siswa Kelas X Semester 1 SMA El Shadai Magelang*. Skripsi. Yogyakarta: PBSID, FKIP, Universitas Sanata Dharma Yogyakarta.

Penelitian pengembangan ini bertujuan menghasilkan produk perangkat pembelajaran menulis berupa silabus, Rencana Pelaksanaan Pembelajaran (RPP), bahan ajar, dan perangkat penilaian dengan pendekatan kontekstual untuk siswa kelas X semester 1 SMA El Shadai Magelang.

Proses pengembangan perangkat pembelajaran ini diawali dengan analisis kebutuhan pada siswa kelas X SMA El Shadai Magelang, pengembangan perangkat pembelajaran menulis, penilaian produk perangkat pembelajaran oleh dua dosen dan satu guru bahasa Indonesia SMA EL Shadai Magelang, revisi produk berdasarkan masukan dari dosen dan guru, uji coba produk di lapangan, revisi produk dari hasil uji coba lapangan berupa respon siswa dan guru.

Berdasarkan hasil penilaian dari dosen dan guru dapat diketahui bahwa produk silabus mendapatkan nilai 86,93 dari skor maksimal 100, produk silabus ini dikualifikasikan baik. Namun demikian, ada beberapa komponen yang perlu direvisi yaitu keintegrasian silabus dengan aspek kebahasaan dan aspek keterampilan lain, penambahan materi pokok pada pembelajaran puisi baru, sistematika proses belajar disesuaikan dengan pendekatan yang dipilih, dan perbaikan pada pemenggalan kata. Produk RPP termasuk di dalamnya instrumen penilaian mendapatkan nilai 85,25, dan dapat dikualifikasikan baik. Berdasarkan masukan yang diberikan ada beberapa komponen yang perlu direvisi yaitu tahapan pembelajaran perlu diperjelas, kejelasan kriteria dan kelengkapan instrumen penilaian, optimalisasi penilaian otentik dan kejelasan rumusan tujuan pembelajaran. Produk bahan ajar mendapat nilai 85,72, dan dikualifikasikan baik. Ada beberapa komponen yang perlu direvisi yaitu tampilan (*layout*) bahan ajar, keterbacaan, kejelasan petunjuk soal, dan penambahan aspek motorik. Hasil uji coba produk di lapangan menunjukkan bahwa siswa antusias dan tertarik dengan kegiatan pembelajaran yang dirancang.

Pengembangan perangkat pembelajaran ini hanya terbatas pada pembelajaran menulis saja. Untuk itu, peneliti lain dapat mengembangkan produk perangkat pembelajaran untuk keterampilan berbahasa lain seperti berbicara, membaca, dan menyimak. Selain itu, peneliti lain dapat mengoptimalkan media pembelajarannya.

ABSTRACT

Santiningtyas, Agustina Ria. 2012. *The Development of Media for Learning Writing by Applying Contextual Approach for Grade X Semester I Student of SMA El Shadai Magelang*. Thesis. Yogyakarta: PBSID, FKIP, Sanata Dharma University.

The purpose of this development study was to produce learning media for writing. They were syllabus, lesson plan (RPP), learning materials, and assessment by contextual approach for students grade X semester I SMA El Shadai Magelang.

The process of this development of learning instruments was begun by analyzing the student's need of the students of grade X SMA El Shadai Magelang, developing the learning media for writing, assessing the product of learning instruments by two lecturers and one Indonesian Language teacher of SMA El Shadai Magelang, revising the product based on the feedback given by lecturers and teacher, trying out the product in the field study, revising the product based on the result of the try out in the field study performed by students' and teacher's responses.

Based on the result of the assessment accomplished by lecturers and teacher, it was known that the syllabus got 86,93 from the maximum score 100 which was qualifiedly *good*. However, there were some components which should be revised, namely the integration of the syllabus with linguistic aspects and other skills aspect, the materials addition in the learning of new poem, the lesson process systematization suited to the approach chosen, and improvement in words beheading. The product of the lesson plan including assessment instrument got 85,25 and it was *good*. Based on the feedback given, there were some components which should be revised, namely the learning activities should be easy to understand, the assessment instruments should be clear and must be in detail, the authentic assessment should be optimum and the formula of the indicators of the learning should be clear. The product of the learning material got 85,72 and it was *good*. There were some components that should be revised, namely layout of the learning materials, readable mistake, the exercises instruction should be understandable, and addition of psychomotor aspect. The result of the trials in the field study performed that students were enthusiastic and interested in learning materials that had already been planned.

The development of these learning media was limited on learning writing. Therefore, other researchers are able to develop learning media product for other linguistic skills, such as, speaking, reading, and listening. In addition, other researchers can use learning media optimally.