ABSTRAK

Mariasari, Luisa. 2012. *Peningkatan Kemampuan Menulis Karangan Argumentasi Menggunakan Metode Pembelajaran Kooperatif Model Jigsaw pada Siswa Kelas XC, SMA Pangudi Luhur Sedayu Yogyakarta Tahun Ajaran 2011/2012.* Skripsi. Yogyakarta: PBSID, FKIP, USD.

Skripsi ini merupakan laporan penelitian tindakan kelas yang dilakukan di SMA Pangudi Luhur Sedayu. Penelitian ini bertujuan mendeskripsikan sejauh mana metode pembelajaran kooperatif model jigsaw dapat meningkatkan kemampuan menulis karangan argumentasi kelas XC SMA Pangudi Luhur Sedayu Yogyakarta tahun ajaran 2011/2012.

Subjek penelitian ini adalah siswa kelas XC SMA Pangudi Luhur Sedayu yang terdiri dari 33 siswa. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat tahap, yaitu perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Pengumpulan data kuantitatif dilakukan dengan tes, sedangkan pengumpulan data kualitatif dilakukan dengan wawancara dan observasi.

Hasil penelitian ini menunjukkan bahwa kemampuan menulis karangan argumentasi siswa yang memenuhi KKM sebelum pelaksanaan tindakan ada 2 orang (6,06%), sedangkan siswa yang belum memenuhi KKM sebanyak 31 orang (93,94%) dengan skor rata-rata 49,60. Pada siklus I siswa yang memenuhi KKM 14 orang (42,42%), sedangkan siswa yang belum memenuhi KKM sebanyak 19 orang (57,58%) dengan skor rata-rata 66,45. Pada siklus II siswa yang memenuhi KKM berjumlah 19 orang (57,58%), sedangkan siswa yang belum memenuhi KKM sebanyak 14 orang (42,42%) dengan skor rata-rata 73,93. Untuk mengetahui perbedaan skor rata-rata pratindakan dan siklus I serta siklus I dan siklus II diadakan uji-t. Untuk pratindakan dan siklus I, nilai t sebesar -5,59, lebih besar daripada t-tabel 2.0462. Hal ini berarti ada perbedaan yang signifikan antara skor rata-rata pratindakan dengan siklus I. Untuk siklus I dan siklus II nilai t sebesar -2,67, lebih besar daripada t-tabel 2.0462. Artinya, ada perbedaan yang signifikan antara skor rata-rata siklus I dengan siklus II. Dengan demikian, dapat disimpulkan bahwa metode pembelajaran kooperatif model jigsaw dapat meningkatkan kemampuan menulis karangan argumentasi pada siswa kelas XC SMA Pangudi Luhur Sedayu Yogyakarta.

Berdasarkan hasil penelitian, peneliti menyampaikan saran kepada SMA Pangudi Luhur Sedayu, guru, dan peneliti selanjutnya. Sekolah sebaiknya menyediakan fasilitas pendukung untuk kegiatan pembelajaran model kooperatif sehingga pelaksanaan pembelajaran dapat berjalan dengan lancar. Guru bahasa Indonesia sebaiknya menerapkan metode penelitian ini pada pembelajaran menulis yang lain. Peneliti lain diharapkan dapat melakukan penelitian sejenis untuk mengetahui peningkatan pembelajaran pada aspek pembelajaran yang lain seperti berbicara, membaca, dan mendengarkan.

ABSTRACT

Mariasari, Luisa. 2012. *The Improvement of the Writing Ability on Argumentative Text Using Jigsaw Model and Cooperative Method in Students of the Grade XC of SMA Pangudi Luhur Sedayu Yogyakarta of Academic Year of 2011/2012. Thesis. Yogyakarta: PBSID, FKIP, Sanata Dharma University*

This thesis is a classroom action research which was done at SMA Pangudi Luhur Sedayu. The research aimed at describing how far the jigsaw model in cooperative learning method could improve the ability of the grade XC students of SMA Pangudi Luhur Sedayu Yogyakarta in academic year 2011/2012 in writing argumentative text.

The subjects of this research were the grade XC students of SMA Pangudi Luhur Sedayu which consisted of 33 students. This research was done through two cycles. Each cycle consisted of four steps. They were planning, action, observation, and reflection. The quantitative data gathering was done by giving a test and for the qualitative data gathering, interview and observation were done.

This research indicated that the score of the writing ability of the students in writing argumentation text which fulfilled the passing grade before the action were only 2 students (6.06%) and the students who had not fulfilled the passing grade were 31 students (93.94%) and the average score was 49.60. In the first cycle the students who fulfilled the passing grade were 14 students (42.42%) and they who had not fulfilled were 19 students (57.58%) and the average score was 66.45. In the second cycle, the students who fulfilled the passing grade were 19 students (57.58%) and the students who had not fulfiled it were 14 students (42.42%) and the average score was 73.93. To know difference pre-action average score and the first cycle and the first cycle, and the first cycle and second cycle, there was t-test. For pre-action and the first cycle, t-score was -5,59, was bigger than t-table which was 2.0462. This means there is a significant difference between the average score before the action with first cycle. For the first cycle and second cycle, t-score which was -2.67 for, was bigger than t-table which was 2.0462. This means there is a significant difference between the average score first cycle with second cycle. Therefore, the conclusion was that jigsaw model cooperative method could improve the writing ability of argumentative text in the students of class xc of SMA Pangudi Luhur Sedayu.

Based on the result of the reseach, the reseacher gave suggestions for SMA Pangudi Luhur Sedayu and future researchers. For the school, it should provide more supporting facilities for the cooperative model learning so that the learning activities could run smoothly. Indonesian teachers should implement this research method in another writing activity. For the future researchers, hopefully they could do similar research to discover the learning improvement on another language ability learning the such as speaking, reading, and listening.