

ABSTRAK

Handayanengsih, B. Triweningastuti. 2003. *Perbedaan Kemampuan Menulis Karangan Eksposisi Berdasarkan Gambar dengan Kerangka Karangan pada siswa Kelas V dan VI di SD Yos Sudarso dan SD Harumanis, Subang, Jawa Barat*. Skripsi. Yogyakarta : Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini meneliti perbedaan kemampuan menulis karangan eksposisi berdasarkan gambar dengan kerangka karangan pada siswa kelas V dan VI di SD Yos Sudarso dan SD Harumanis, Subang, Jawa Barat. Tujuan dari penelitian ini adalah (1) mendeskripsikan kemampuan menulis karangan eksposisi berdasarkan gambar pada siswa kelas V SD, (2) mendeskripsikan kemampuan menulis karangan eksposisi berdasarkan kerangka karangan pada siswa kelas V SD, (3) mendeskripsikan kemampuan menulis karangan eksposisi berdasarkan gambar pada siswa kelas VI SD, (4) mendeskripsikan kemampuan menulis karangan eksposisi berdasarkan kerangka karangan pada siswa kelas VI SD, (5) membandingkan perbedaan kemampuan menulis karangan eksposisi berdasarkan gambar dengan kerangka karangan pada siswa kelas V SD, (6) membandingkan perbedaan kemampuan menulis karangan eksposisi berdasarkan gambar dengan kerangka karangan pada siswa kelas VI SD.

Populasi penelitian ini adalah siswa kelas V dan VI SD yang berada di Yos Sudarso dan SD Harumanis, Subang, Jawa barat. Jumlah populasi penelitian ini adalah 104 siswa. Jumlah populasi yang ada diambil sebagai sampel. Siswa kelas V SD berjumlah 56 siswa dan siswa kelas VI SD berjumlah 48 siswa. Instrumen yang digunakan dalam penelitian ini yaitu tes mengarang. Dalam menganalisis data digunakan rumus untuk menghitung skor rata-rata dan uji-t. Skor rata-rata digunakan untuk mengetahui rata-rata kemampuan siswa menulis karangan eksposisi siswa kelas V dan VI SD berdasarkan gambar dengan kerangka karangan, sedangkan uji-t untuk mencari perbedaan kemampuan menulis karangan eksposisi berdasarkan gambar dengan kerangka karangan pada siswa kelas V dan VI SD.

Hasil penelitian menunjukkan bahwa (1) kemampuan menulis karangan eksposisi berdasarkan gambar pada siswa kelas V SD sedang, (2) kemampuan menulis karangan eksposisi berdasarkan kerangka karangan pada siswa kelas V SD sedang, (3) kemampuan menulis karangan eksposisi berdasarkan gambar pada siswa kelas VI SD sedang, (4) kemampuan menulis karangan eksposisi berdasarkan kerangka karangan pada siswa kelas VI SD sedang, (5) ada perbedaan yang signifikan kemampuan menulis karangan eksposisi berdasarkan gambar dengan kerangka karangan pada siswa kelas V SD, (6) ada perbedaan yang signifikan kemampuan menulis karangan eksposisi berdasarkan gambar dengan kerangka karangan pada siswa kelas VI SD..

Berdasarkan hasil penelitian tersebut penulis memberikan saran bagi (1) guru kelas atau guru bidang studi bahasa Indonesia hendaknya menyediakan waktu untuk melatih kemampuan menulis khususnya menulis karangan eksposisi berdasarkan gambar dengan kerangka karangan, dan memberikan latihan berupa tugas mengarang eksposisi berdasarkan gambar dengan kerangka karangan, (2) peneliti lain yang ingin mengadakan penelitian sejenis hendaknya menjangkau lebih dari dua tempat

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penelitian dan menambahkan variabel penelitian berdasarkan minat, jenis kelamin, faktor guru, faktor pendidikan, faktor orang tua, dan faktor lingkungan.



ABSTRACT

Handayanihengsih, B. Triweningastuti. 2003. *The Difference in Exposition Writing Ability Based on Pictures With Outline of The Fifth and Sixth Grades Students at Yos Sudarso Elementary School and Harumanis Elementary School, Subang, West Java*. Thesis. Yogyakarta : PBSID, FKIP, Sanata Dharma University.

This research examined the differences in exposition writing ability based on pictures with outline of the fifth and sixth grades students at Yos Sudarso and Harumanis Elementary Schools, Subang, West Java. This research purposed to (1) describe the exposition writing ability based on picture of the fifth grades students of elementary school; (2) describe the exposition writing ability based on outline of the fifth grades students of elementary school; (3) describe the exposition writing ability based on picture of the sixth grades students of elementary school, (4) describe the exposition writing ability based on outline of the sixth grades students of elementary school, (5) compare the differences of the exposition writing ability based on pictures with outline of the fifth students of elementary school, (6) compare the differences of the exposition writing ability based on pictures with outline of the sixth students of elementary school.

This research population was the students of fifth and sixth grades of elementary schools who were studying in SD Yos Sudarso and Harumanis elementary schools, Subang, West Java. The number of the population was 104 students. The number of the students was taken as the sample. The fifth grade student were 56 students and the sixth grade students were 48 students. The instrument used was a writing test. In analyzing the data, a formula was used to count the average ability score and t-test. The average score was used to know the average ability of the students in writing an exposition of the fifth and sixth grade students. The t-test was used to know the difference of the exposition writing ability based on pictures with outline of the fifth and sixth grade elementary students.

The result showed that (1) the ability of the fifth grade students in writing exposition based on pictures was average, (2) the ability of the fifth grade students in writing an exposition based on outline was average, (3) the ability of the sixth grade students in writing exposition based on pictures was average, (4) the ability of sixth grade students in writing exposition based on an outline was average, (5) there were significant differences between the ability in writing description based on pictures and outline of the fifth grade students, (6) there were significant differences between ability in writing exposition based on picture and outline of the sixth grade students.

Based on the result, writer suggested to (1) class teacher or Indonesian language teacher to give some of their time to train the ability of writing, especially writing exposition based on pictures and outline, and give exercise such as exposition writing assignments based pictures with outline, (2) other researcher who wanted to examine a kind of this research would better scope more than two places and add research variabel based on interest, gender, teacher factor, educational factor, parents factor and environment factor.