

ABSTRAK

Karmianah. 2003. *Kemampuan Menulis Karangan Deskripsi Siswa Kelas IV, V, dan VI SD Negeri Dayu, Ngaglik, Sleman, Yogyakarta*. Skripsi S-1. Yogyakarta: PBSID, FKIP, Universitas Sanata Dharma.

Penelitian ini meneliti kemampuan menulis karangan deskripsi siswa kelas IV, V, dan VI. Tujuan dari penelitian ini adalah (1) mendeskripsikan kemampuan menulis karangan deskripsi siswa kelas IV, (2) mendeskripsikan kemampuan menulis karangan deskripsi siswa kelas V, dan (3) mendeskripsikan kemampuan menulis karangan deskripsi siswa kelas VI.

Populasi penelitian ini adalah siswa kelas IV, V, dan VI SD Negeri Dayu, Ngaglik, Sleman, Yogyakarta yang berjumlah 70 siswa. Sampel penelitian diambil dari seluruh jumlah populasi yaitu 70 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes. Tes tersebut berupa tes mengarang deskripsi.

Dalam menganalisis data digunakan rumus untuk menghitung skor rata-rata. Skor rata-rata ini digunakan untuk mengetahui rata-rata kemampuan menulis karangan deskripsi siswa kelas IV, V, dan VI. Hasil penelitian menunjukkan bahwa (1) kemampuan menulis karangan deskripsi siswa kelas IV hampir sedang, (2) kemampuan menulis karangan deskripsi siswa kelas V sedang, dan (3) kemampuan menulis karangan deskripsi siswa kelas VI cukup.

Berdasarkan penelitian tersebut, penulis memberikan saran. Pertama kemampuan menulis karangan deskripsi siswa kelas IV, V, dan VI SD Negeri Dayu, Ngaglik, Sleman, Yogyakarta perlu ditingkatkan. Kedua, bagi guru wali kelas, hendaknya membekali diri dengan penguasaan materi yang baik, metode, dan strategi yang tepat, serta lebih mengefektifkan jam pelajaran di kelas dan memberikan banyak latihan menulis karangan deskripsi. Ketiga, bagi peneliti lain yang ingin mengadakan penelitian sejenis, hendaknya dapat meneliti bagian-bagian dalam menulis karangan deskripsi yang belum sempat diteliti, seperti: (1) tipe-tipe kesalahan berbahasa siswa sekolah dasar, dan (2) perbedaan kemampuan menulis karangan deskripsi siswa kelas IV, V, dan VI Sekolah Dasar.

*ABSTRACT*

Karmianah. 2003. *The Ability to Writing a Descriptive Composition of the Fourth, Fifth, and Sixth Grade Students of SD Negeri Dayu, Ngaglik, Sleman, Yogyakarta*. Thesis S-1. Yogyakarta : PBSID, FKIP, Sanata Dharma University.

The research was to examine the ability of the fourth, fifth, and sixth grade of the students to write descriptive composition. The aims of this research were (1) to describe the ability of the fourth grade students to write descriptive composition, (2) to describe the ability of the fifth grade students to write descriptive composition, and (3) to describe the ability of the sixth students to write descriptive composition.

The population of the research was seventy students who are the fourth, fifth, and sixth grade of the students. The sample of the research was seventy students, which is the population of the research. The instrument of the research was a test. The test was conducted by writing a description composition.

A formula to count average score was used to analyze the data. To find the ability of the fourth, fifth, and sixth grade students to write descriptive composition, the researcher used the average score. The research findings show that (1) the ability of the fourth grade students to write descriptive composition is less moderate, (2) the ability of the fifth grade students to write descriptive composition is moderate, and (3) the ability of the sixth grade students to write descriptive composition is enough.

Based on the research findings, the researcher suggests the fourth, fifth, and sixth grade students to increase the ability to write descriptive composition. Furthermore, Indonesian teachers have to master the materials, the methods, and the suitable strategies well, and to make the class meeting more effectively and to give exercises of writing description composition. Moreover, the researcher suggests the future researcher examine other particular parts in writing descriptive composition, for example: (1) the types of language errors made by elementary school students, and (2) the differences of ability to write descriptive composition of the fourth, fifth, and sixth grade of elementary school student.