

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Saragih, Hetti 2010. *Peningkatan Kemampuan Menulis Karangan Narasi dengan Menggunakan Media Gambar Seri Pada Siswa Kelas V SD Kanisius Kintelan I Yogyakarta Tahun Ajaran 2009/2010*. Skripsi. Yogyakarta: Program Studi Pendidikan Guru SD Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk: (1) mendeskripsikan kemampuan menulis karangan narasi siswa kelas V sebelum menggunakan media gambar seri, (2) mendeskripsikan kemampuan menulis karangan narasi siswa kelas V menggunakan gambar seri sesudah siklus I dan sesudah siklus II, dan (3) Mendeskripsikan perbedaan kemampuan menulis karangan narasi siswa kelas V dalam menulis karangan narasi menggunakan gambar seri sesudah siklus I dan siklus sesudah II.

Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian ini adalah siswa kelas V SD Kanisius Kintelan I Yogyakarta yang berjumlah 32 orang. Instrumen yang digunakan dalam penelitian ini adalah tes menulis karangan narasi.

Analisis data dilakukan dengan mencari skor rata-rata kondisi awal, siklus I, dan siklus II. Skor rata-rata siklus I dan siklus II diuji dengan menggunakan uji-t. Hasilnya menunjukkan ada perbedaan yang signifikan. Hal ini terbukti dari skor rata-rata kelas yang melampaui KKM yaitu sebesar 65,12 pada siklus I dan 78,8 pada siklus II. Jadi media gambar seri dapat meningkatkan kemampuan siswa menulis karangan narasi.

Hasil penelitian yang ditemukan adalah: (1) kemampuan siswa kelas V SD Kanisius Kintelan I menulis karangan narasi sebelum menggunakan gambar seri berkategori *cukup*, (2) kemampuan siswa kelas V SD Kanisius Kintelan I menulis karangan narasi menggunakan gambar seri sesudah siklus I dan siklus II berkategori *lebih dari cukup* dan *baik*, dan (3) ada perbedaan kemampuan menulis karangan narasi siswa kelas V dengan menggunakan gambar seri sesudah siklus I dan sesudah siklus II.

Berdasarkan hasil penelitian tersebut, peneliti memberikan saran kepada guru Kelas V SD Kanisius Kintelan I dan peneliti lain. Guru Kelas V SD Kanisius Kintelan I hendaknya memberikan latihan menulis berbagai jenis karangan khususnya karangan narasi kepada siswa. Dengan semakin sering latihan menulis karangan siswa dapat membedakan karangan narasi, deskripsi, argumentasi, eksposisi, dan persuasi. Peneliti lain, penelitian ini masih dapat dikembangkan dengan menggunakan media pembelajaran yang lain atau dengan populasi lebih beragam.

ABSTRACT

Saragih, Hetti. 2010. *Improvement of Narration Writing Competence though the Use of Serial Pictures as Teaching Media among the Fifth Graders of Kintelan I Canisius Elementary School in Yogyakarta*. Undergraduate Thesis. Yogyakarta: Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.

This research aimed at (1) describing the narration writing competence among elementary-school fifth graders before the use of serial pictures as the teaching media, (2) describing the narration writing competence of elementary-school fifth graders after the first and second cycles of the use of serial pictures as the teaching media, and (3) describing the difference of elementary-school fifth-graders' narration writing competence after the first and second cycles of the use of serial pictures as the teaching media.

This research employed the descriptive-quantitative method. The population was 32 fifth graders of Kintelan I Canisius Elementary School in Yogyakarta. The instrument was a narration writing test.

The data were analyzed by identifying the entry-level average score, the average score after the first cycle, and the average score after the second cycle. The average scores after the first cycle and the second cycle were examined with the t-test, the result of which showed a significant difference. This was shown in the class average scores which were above the minimum mastery criterion, namely 65.5 after the first cycle and 78.8 after the second cycle. Therefore, the use of serial pictures as a teaching media has significantly increased students' narration writing competence.

The findings of this research were as follows: (1) the narration writing competence of the fifth graders of Kintelan I Canisius Elementary School before the use of serial pictures as the teaching medium was categorized as *adequate*, (2) the narration writing competence of the fifth graders of Kintelan I Canisius Elementary School after the use of serial pictures as the teaching medium at the end of the first cycle was categorized as *more than being adequate* and at the end of the second cycle it was categorized as *good*, (3) there was a significant difference between the fifth-graders' narration writing competence after the first cycle and that after the second cycle.

Based on the above research results, the present researcher has suggestions for the teacher of the fifth grade of Kintelan I Canisius Elementary School and other researchers. The teacher of the fifth grade of Kintelan I Canisius Elementary School should give more exercises in writing various types of composition, especially narration, to the students. By having more exercises in writing composition, the students will be able to identify the difference among narration, description, argumentation, exposition, and persuasion. For other researchers, the present researcher suggests to further this present research by conducting research on the use of other learning media or with a more diverse population.