

ABSTRAK

Prawesthi, Christine Dyah. 2016. *Peningkatan Kemampuan Menulis Kreatif Dengan Metode Pembelajaran STAD (Student Team Achievement Division) Pada Siswa Kelas VIII A Semester I SMP Santo Aloysius Turi Yogyakarta Tahun Ajar 2015-2016*. Skripsi. Program Studi Pendidikan Bahasa Sastra Indonesia. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma. Yogyakarta.

Penelitian ini mengkaji tentang peningkatan kemampuan menulis kreatif pada siswa kelas VIII A semester I SMP Santo Aloysius Turi Yogyakarta tahun ajar 2015-2016 dengan menggunakan metode pembelajaran STAD (*Student Team Achievement Division*). Hal ini dilatarbelakangi oleh adanya permasalahan bahwa siswayang ada di sekolah tersebut mengalami kesulitan dalam menulis kreatif. Tujuan penelitian ini adalah mendeskripsikan peningkatan kemampuan menulis kreatif siswa kelas VIII A semester I SMP Santo Aloysius Turi Yogyakarta yang berjumlah 23 siswa.

Jenis penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus. Setiap siklus pembelajaran mencakup empat langkah utama yaitu perencanaan, tindakan, obsevasi, dan refleksi. Subjek dalam penelitian ini adalah siswa kelas VIII A semester I SMP Santo Aloysius Turi tahun ajar 2015-2016. Obejek penelitian ini adalah metode pembelajaran STAD (*Student Team Achievement Division*). Instrumen yang digunakan dalam penelitian yaitu tes dan nontes. Teknik analisis data dalam penelitian ini adalah teknik kuantitatif dan kualitatif. Teknik kuantitatif diperoleh dari hasil tes dan uji hipotesis (uji t). Data kualitatif diperoleh dari hasil observasi, wawancara, dan kuesioner.

Hasil penelitian menunjukkan bahwa hasil belajar siswa dari kondisi awal ke siklus I mengalami peningkatan dengan persentase sebesar 34.77% dari kondisi awal sebesar 17.4% dengan jumlah yang tuntas sekitar 4 siswa dan siklus I sebesar 52.17% dengan jumlah siswa yang tuntas 12 siswa. Siklus I ke siklus II mengalami peningkatan sebesar 26.09% dengan persentase siklus I sebesar 52.17 dan siklus II sebesar 78.26% dengan jumlah siswa tuntas sebesar 18 siswa. Pada siklus I kegiatan pembelajaran menggunakan metode pembelajaran STAD belum terlaksanakan dengan baik, teks contoh drama terlalu panjang, perintah soal kurang jelas, dan kurang bimbingan dari guru. Pada siklus II, siswa sudah mengetahui metode pembelajaran maka pembelajaran berjalan dengan baik dan dapat bekerjasama dengan anggota kelompok lain. Hasil uji hipotesis (uji t) menunjukkan bahwa $t_{hitung} > t_{tabel}$. Oleh karena itu, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima, yang artinya hasil penelitian signifikan dan sesuai dengan hipotesis yang telah dirumuskan.

ABSTRACT

Prawesthi, Christine Dyah. 2016. *The Improvement of Creative Writings Ability Using STAD (Student Team Achievement Division) Learning Method of Eighth A Students of 1st Semester of SMP Aloysius Turi Yogyakarta Academic Year 2015-2016*. Thesis. Indonesian Language and Literature Education Study Program. Teachers' Training and Education Faculty. Sanata Dharma University. Yogyakarta.

This research examined the improvement of creative writings ability of eighth A students of 1st semester of SMP Santo Aloysius Turi Yogyakarta academic year 2015-2016 using STAD (Student Team Achievement Division) learning method. The motivated was conduct the students who studied in that school faced difficulty in doing creative writings. This research aimed to describe the improvement of creative writings ability of 23 eighth a students of 1st semester of SMP Santo Aloysius Turi Yogyakarta.

This research was a class action research that consisted of two cycles. Each learning cycle covered four main steps i.e. planning, action, observation, and reflection. The research subject was the eighth a students of 1st semester of SMP Santo Aloysius Turi academic year 2015-2016. The object of this research was STAD (Student Team Achievement Division) learning method. The instruments used in this research were tests and non-tests. The data were analyzed using quantitative and qualitative techniques. The quantitative data were from the results of tests and hypotheses test (t test). The qualitative data were from the results of observation, interviews, and questionnaires.

The results of this research showed that students' learning achievements from the initial condition to cycle I were improving 34.77%, from initial condition 17.4% with 4 students who could pass the minimum passing score to cycle I 52.17% with 12 students who could pass the minimum passing score. The students' learning achievements from cycle I to cycle II were improving 26.09%, from cycle I 52.17% to cycle II 78.26% with 18 students who could pass the minimum passing score. In cycle I, the learning activities applying STAD learning method were not carried out well, the drama script sample was too long, the instructions to do exercises were not clear, and the teacher's guidance was not maximal. In cycle II, the students were already familiar with the learning method so that the learning activities were good and the students could cooperate well with friends in their groups. The results of hypothesis test (t test) showed that t counted $> t$ table. Thus, nil hypotheses (H_0) was rejected and alternative Hypotheses (H_1) was accepted. In other words, the results of this research were significant and in accordance with the hypotheses formulated.