

ABSTRAK

Fanti Sarif. 2021. Peningkatan Kemampuan Menulis Karangan Narasi Menggunakan Pendekatan Kontekstual Siswa Kelas VII SMP Negeri 16 Halmahera Selatan. Di bawah bimbingan Justam Wahab, S.Pd, M.Pd, sebagai pembimbing II dan Rafik M Abasa, S.Pd, M.Pd, sebagai pembimbing II.

Tujuan pelaksanaan penelitian ini yaitu (1) Untuk mengetahui apakah peningkatan kemampuan menulis karangan narasi dengan menggunakan pendekatan kontekstual siswa kelas VII SMP Negeri 16 Halmahera Selatan. (2) Untuk mengetahui sejauhmanakah peningkatan kemampuan menulis karangan narasi dengan menggunakan pendekatan kontekstual siswa kelas VII SMP Negeri 16 Halmahera Selatan. Metode dalam penelitian ini yaitu metode penelitian deskriptif kuantitatif. Populasi dan sampel dalam penelitian ini yaitu sebanyak 30 siswa sebesar 100% dari siswa kelas VII SMP Negeri 16 Halmahera Selatan.

Berdasarkan analisis data dan kesimpulan (1) hasil penilaian pada tes awal (*pretest*) dalam pembelajaran menulis karangan narasi dengan menggunakan pendekatan kontekstual nilai rata-rata yang dicapai sebesar 69,06 belum mencapai peningkatan hasil belajar adapun hasil penilaian masing-masing aspek yaitu pada aspek (1) tema 4,76%, (2) tokoh 3,63%, (3) latar tempat 3,43%, (4) latar waktu 2,86%, dan (5) alur 2,53%. Siswa yang memperoleh kualifikasi sangat baik (SB) sejumlah 0 siswa sebesar 0%, siswa yang memperoleh kualifikasi baik (B) sejumlah 9 siswa sebesar 30%, siswa yang memperoleh kualifikasi cukup baik (CB) sejumlah 10 siswa sebesar 33%, siswa yang memperoleh kualifikasi kurang baik (KB) sejumlah 10 siswa sebesar 33%, dan siswa yang memperoleh kualifikasi kurang sekali (KS) sejumlah 1 siswa sebesar 3% dalam menulis karangan narasi, (2) pada tes akhir (*posttest*) hasil belajar siswa mengalami peningkatan dengan nilai rata-rata sebesar 80,66 adapun hasil penilaian masing-masing aspek yaitu (1) tema 5,00%, (2) tokoh 4,20%, (3) latar tempat 3,80%, (4) latar waktu 3,66%, dan (5) alur 3,50% adapun siswa yang memperoleh kualifikasi sangat baik (SB) sejumlah 8 siswa sebesar 26%, siswa yang memperoleh kualifikasi baik (B) sejumlah 16 siswa sebesar 53%, siswa yang memperoleh kualifikasi cukup baik (CB) sejumlah 6 siswa sebesar 20%, siswa yang memperoleh kualifikasi kurang baik (KB) sejumlah 0 siswa sebesar 0%, dan siswa yang memperoleh kualifikasi kurang sekali (KS) sejumlah 0 sebesar 0% dan dinyatakan telah berhasil, (3) observasi, guru telah menyiapkan perangkat pembelajaran sebelum memulai kegiatan belajar mengajar dan guru telah memberikan siswa dengan materi menulis karangan narasi sesuai dengan RPP yang telah disediakan, wawancara, siswa kelas VII telah diajarkan dengan materi menulis karangan narasi sesuai dengan judul yang ditentukan masing-masing siswa dan adapun kesulitan yang dialami siswa dalam pembelajaran sehingga guru menggunakan pendekatan kontekstual untuk meningkatkan hasil belajar siswa.

Kata Kunci: Menulis Karangan Narasi, Pendekatan Kontekstual.

ABSTRACT

Fanti Sarif. 2021. Improving the Ability to Write Narrative Essays Using Contextual Approach for Class VII Students of SMP Country 16 Halmahera Selatan. Under the guidance of Justam Wahab, S.Pd, M.Pd, as supervisor II and Rafik M Abasa, S.Pd, M.Pd, as mentor II.

The objectives of the implementation of this study were (1) To determine whether the improvement in the ability to write narrative essays by using a contextual approach for grade VII students of SMP Country 16 Halmahera Selatan. (2) To determine the extent of the improvement in the ability to write narrative essays using the contextual approach of seventh grade students of SMP Negeri 16 Halmahera Selatan. The method in this research is descriptive quantitative research method. The population and sample in this study were 30 students, 100% of the class VII students of SMP Negeri 16 Halmahera Selatan.

Based on data analysis and conclusions (1) observation, the teacher has prepared learning tools before starting teaching and learning activities and the teacher has provided students with material to write narrative essays in accordance with the lesson plans that have been provided, (2) interviews, class VII students have been taught writing material The narrative essay is in accordance with the title determined by each student and the difficulties experienced by students in learning so that the teacher uses a contextual approach to improve student learning outcomes, (3) the results of the assessment on the pretest (pretest) in learning to write narrative essays using a contextual approach The average value achieved is 69.06, but the results of the assessment of each aspect have not been achieved, namely (1) the title or topic aspect is 4.76%, (2) the aspect of content suitability with the title is 3.63%, (3) coherence of ideas 3.43%, (4) accuracy of sentence structure 2.86%, and (5) using EYD 2.53%. Students who obtained very good qualifications (SB) were 0 students by 0%, students who obtained good qualifications (B) were 9 students by 30%, students who obtained fairly good qualifications (CB) were 10 students by 33%, students who obtained 10 students with poor qualifications (KB) of 33%, and students who obtained less qualifications (KS) of 1 student by 3% in writing narrative essays, (4) in the final test (posttest) student learning outcomes have increased with grades an average of 80.66 as for the results of the assessment of each aspect, namely (1) title or topic 5.00%, (2) content conformity with title 4.20%, (3) idea integration 3.80%, (4) the accuracy of sentence structure 3.66%, and (5) the use of EYD 3.50% as for students who obtained very good qualifications (SB) were 8 students by 26%, students who obtained good qualifications (B) were 16 students by 53% , students who obtain sufficiently good qualifications (CB) are 6 students by 20%, students y Those who get poor qualifications (KB) are 0 students by 0%, and students who get very poor qualifications (KS) are 0% by 0% and are declared successful.

Key Words: Narrative Writing, Contextual Approach.