

ABSTRAK

Zulia Azis. 2021. Analisis Kesalahan Sintaksis pada Pembelajaran Menulis Karangan Narasi Ekspositoris Siswa Kelas VIII SMP Al-Irsyad Kota Ternate. Di bawah bimbingan Suhardi Kasim, S.Pd, M.Pd, selaku pembimbing I dan Rafik M Abasa, S.Pd, M.Pd, selaku pembimbing II.

Tujuan pelaksanaan penelitian ini yaitu (1) untuk mengetahui bagaimanakah kesalahan penggunaan sintaksis dalam pembelajaran menulis karangan narasi ekspositoris siswa kelas VIII SMP Al-Irsyad Kota Ternate, (2) untuk mengetahui bagaimanakah peningkatan kemampuan menulis karangan narasi ekspositoris siswa kelas VIII SMP Al-Irsyad Kota Ternate. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif. Populasi dalam penelitian ini adalah keseluruhan siswa kelas VIII SMP Al-Irsyad Kota Ternate sebanyak 150 siswa. Sampel dalam penelitian ini merupakan sebagian dari jumlah populasi yaitu siswa kelas VIII SMP Al-Irsyad Kota Ternate sebanyak 20 siswa sebesar 13%. Data dalam penelitian ini dianalisis secara deskriptif kuantitatif dengan mentabulasi hasil penelitian secara matematis atau statistik melalui pembelajaran menulis karangan narasi ekspositoris.

Berdasarkan analisis data dan kesimpulan yaitu (1) pada tes awal (*pretest*) siswa belum mencapai peningkatan nilai dengan nilai rata-rata sebesar 61,80. Adapun penilaian masing-masing aspek yaitu (1) struktur kalimat sebesar 3,20, (2) alur cerita sebesar 3,35, (3) ejaan dan tanda baca sebesar 2,45, (4) *setting* atau latar sebesar 2,90, dan (5) Ide pokok sebesar 3,55. Dapat diketahui siswa yang memperoleh kualifikasi sangat baik (SB) sejumlah 0 siswa sebesar 0%, siswa yang memperoleh kualifikasi baik (B) sejumlah 7 siswa sebesar 35%, siswa yang memperoleh kualifikasi cukup baik (CB) sejumlah 0 siswa sebesar 0%, siswa yang memperoleh kualifikasi kurang baik (KB) sejumlah 6 siswa sebesar 30% dan siswa yang memperoleh kualifikasi kurang sekali (KS) sejumlah 7 siswa sebesar 35%, (2) pada tes akhir (*posttest*) siswa telah mencapai peningkatan hasil belajar dengan nilai rata-rata sebesar 77,20. Adapun penilaian masing-masing aspek yaitu (1) struktur kalimat sebesar 4,05, (2) alur cerita sebesar 4,15, (3) ejaan dan tanda baca sebesar 3,30, (4) *setting* atau latar sebesar 3,65, dan (5) Ide pokok sebesar 4,15. Adapun siswa yang memperoleh kualifikasi sangat baik (SB) sejumlah 0 siswa sebesar 0%, siswa yang memperoleh kualifikasi baik (B) sejumlah 16 siswa sebesar 80%, siswa yang memperoleh kualifikasi cukup baik (CB) sejumlah 1 siswa sebesar 5%, siswa yang memperoleh kualifikasi kurang baik (KB) sejumlah 3 siswa sebesar 15% dan siswa yang memperoleh kualifikasi kurang sekali (KS) sejumlah 0 siswa sebesar 0% dalam pembelajaran menulis karangan narasi ekspositoris.

Kata Kunci: Kesalahan Sintaksis, Menulis Karangan Narasi Ekspositoris.

ABSTRACT

Zulia Azis. 2021. *Analysis of Syntax Errors in Learning to Write Expository Narrative Essay for Class VIII Students of Al-Irsyad Junior High School, Ternate City. Under the guidance of Suhardi Kasim, S.Pd, M.Pd, as mentor I and Rafik M Abasa, S.Pd, M.Pd, as mentor II.*

The objectives of the implementation of this research are (1) to find out how the errors in using syntax in learning to write expository narrative essays for VIII grade students of Al-Irsyad Junior High School, Ternate City, (2) to find out how to improve the ability to write expository narrative essays for VIII grade students of SMP Al-Irsyad Kota. Ternate. The method used in this research is quantitative descriptive method. The population in this study were all students of class VIII SMP Al-Irsyad Ternate City as many as 150 students. The sample in this study is part of the total population, namely students of class VIII SMP Al-Irsyad Ternate City as many as 20 students by 13%. The data in this study were analyzed descriptively quantitatively by tabulating the results of the study mathematically or statistically through learning to write expository narrative essays.

Based on the data analysis and conclusions, namely (1) the students had not achieved an increase in the value of an average score of 61.80 in the pre-test. The assessment of each aspect, namely (1) sentence structure of 3.20, (2) storyline of 3.35, (3) spelling and punctuation of 2.45, (4) setting or background of 2.90, and (5) Main idea of 3.55. It can be seen that students who get very good qualifications (SB) are 0 students by 0%, students who get good qualifications (B) are 7 students by 35%, students who get quite good qualifications (CB) are 0 students by 0%, students 6 students who obtained poor qualifications (KB) were 30% and students who obtained very poor qualifications (KS) were 7 students by 35%, (2) on the final test (posttest) students had achieved an increase in learning outcomes with an average score of an average of 77.20. The assessment of each aspect, namely (1) sentence structure of 4.05, (2) storyline of 4.15, (3) spelling and punctuation of 3.30, (4) setting or background of 3.65, and (5) Main idea of 4.15. As for students who obtained very good qualifications (SB) of 0 students by 0%, students who obtained good qualifications (B) were 16 students by 80%, students who obtained fairly good qualifications (CB) were 1 student by 5%, students who 3 students obtained poor qualifications (KB) by 15% and students who obtained very poor qualifications (KS) were 0 students by 0% in learning to write expository narrative essays.

Key Words: Syntax Errors, Writing Expository Narrative Essays.