

ABSTRAK

PENINGKATAN KEMAMPUAN MENULIS CERPEN MENGGUNAKAN MODEL EKSPERIMENTAL LEARNING SISWA KELAS XI SMK MAARIF PRINGSEWU DI MASA PANDEMI COVID-19

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Belum optimal pembelajaran menulis cerpen pada masa pandemi covid-19 terjadi pada siswa kelas XI di SMK Maarif Pringsewu Kabupaten Pringsewu. Kemampuan siswa dalam menulis cerpen masih dikatakan rendah, hal tersebut menjadi masalah dalam penelitian ini. Tujuan penelitian ini ialah untuk meningkatkan kemampuan siswa dalam menulis cerpen dengan menggunakan model *eksperiential learning* di masa pandemic Covid-19.

Jenis penelitian ini menggunakan desain penelitian tindakan kelas (PTK) yang dilakukan dalam tiga siklus. Subjek dalam penelitian ini adalah siswa kelas XI SMK Ma'arif Pringsewu Kabupaten Pringsewu sebanyak 21 siswa. Sementara itu, objek penelitian yang digunakan ialah kemampuan menulis cerpen. Tempat penelitian ini adalah SMK Ma'arif Pringsewu Kabupaten Pringsewu. Pengumpulan data menggunakan dokumentasi, observasi, dan tes tertulis. Analisis data menggunakan teknik kuantitatif distribusi frekuensi.

Hasil penelitian menunjukkan perencanaan pembelajaran menulis cerpen dengan penerapan model *eksperiential learning* dilakukan berdasarkan RPP dan silabus yang telah disiapkan. Pelaksanaan penelitian tindakan kelas dengan menggunakan model *eksperiential* berhasil meningkatkan kualitas proses pembelajaran dan hasil belajar siswa pada pembelajaran menulis cerita pendek kelas XI SMK Maarif Pringsewu. Penilaian pembelajaran menulis cerpen dengan menerapkan model *eksperiential learning* dilakukan dengan tes pada tiap-tiap siklus setelah keterlaksanaan pembelajaran dalam menulis cerita pendek. Kemampuan siswa dalam menulis cerpen dengan menerapkan model *eksperiential learning*. Peningkatan kemampuan siswa dalam menulis cerpen dapat dilihat dari tingkat ketuntasan siswa yang mencapai KKM 75 dalam pembelajaran menulis cerita pendek pada siklus I sebanyak 2 dari 21 siswa (9,5%), pada siklus II ketuntasan siswa yang mencapai KKM 75 meningkat sebanyak 13 dari 21 siswa (61,9%) dan pada siklus III ketuntasan siswa yang mencapai KKM 75 meningkat sebanyak 19 dari 21 siswa (90,5%) atau sudah berhasil mencapai target yang diharapkan ialah lebih dari 75% dari seluruh jumlah siswa mencapai KKM. Sehingga dapat disimpulkan bahwa model *eksperiential learning* sangat signifikan dalam meningkatkan kemampuan siswa dalam menulis cerpen.

Kata Kunci: *Penelitian Tindakan Kelas, Eksperiential Learning, Menulis Cerpen*

ABSTRACT

IMPROVING SHORT SHORT WRITING ABILITY USING EXPERIENTIAL LEARNING MODEL DURING THE COVID-19 PANDEMIC

by
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Less than optimal learning to write short stories during the COVID-19 pandemic occurred in class XI students at Ma'arif Pringsewu Vocational School, Pringsewu Regency. The ability of students in writing short stories is still said to be low, this is a problem in this study. The purpose of this study is to improve students' ability to write short stories using experiential learning models during the Covid-19 pandemic.

This type of research uses a classroom action research design (CAR) which is carried out in three cycles. The subjects in this study were class XI students of SMK Ma'arif Pringsewu, Pringsewu Regency as many as 21 students. Meanwhile, the object of research used is the ability to write short stories. The place of this research is SMK Ma'arif Pringsewu, Pringsewu Regency. Data collection uses documentation, observation, and written tests. Data analysis using frequency distribution quantitative technique.

The results showed that the planning of learning to write short stories with the application of an experiential learning model was carried out based on the lesson plans and syllabus that had been prepared. The implementation of classroom action research using an experiential model has succeeded in improving the quality of the learning process and student learning outcomes in learning to write short stories for class XI SMK Ma'arif Pringsewu. The assessment of learning to write short stories by applying the experiential learning model is carried out by testing in each cycle after the implementation of learning in writing short stories. The ability of students to write short stories by applying the experiential learning model. The increase in students' ability in writing short stories can be seen from the level of completeness of students who reach KKM 75 in learning to write short stories in the first cycle as many as 2 out of 21 students (9.5%), in the second cycle students who reach KKM 75 increase by 13 out of 21 students (61.9%) and in the third cycle the completeness of students who reached the KKM 75 increased by 19 out of 21 students (90.5%) or had succeeded in achieving the expected target of more than 75% of the total number of students reaching the KKM. so it can be concluded that the experiential learning model is very significant in improving students' ability to write short stories.

Keywords: Classroom Action Research, Experimental Learning, Writing Short Stories