

ABSTRAK

Ratih, Ni Putu Ayu (2020) *Penerapan Model Experiential Learning* (Belajar Berbasis Pengalaman) untuk Meningkatkan Kemampuan Menulis Puisi Siswa Kelas VIII C SMPN 3 Penebel. Tesis, Pendidikan Bahasa, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: Menulis, Puisi, *Experiential Learning*.

Tujuan penelitian ini adalah untuk mengetahui. (1) kemampuan siswa dengan penerapan model *experiential learning* dalam pembelajaran menulis puisi di kelas VIII C SMPN 3 Penebel. (2) langkah-langkah penerapan model *experiential learning* dalam pembelajaran menulis puisi di kelas VIII C SMPN 3 Penebel. (3) respons siswa setelah penerapan model *experiential learning* dalam pembelajaran menulis puisi di kelas VIII C SMPN 3 Penebel siswa.

Penelitian tindakan kelas ini dilaksanakan dalam dua siklus yang terdiri dari lima komponen yaitu (1) perencanaan, (2) pelaksanaan, (3) observasi, (4) evaluasi dan, (5) refleksi. Subjek penelitian ini adalah guru dan siswa kelas VIII C SMPN 3 Penebel. Dalam pengumpulan data digunakan metode observasi, tes, dan kuesioner. Analisis data yang digunakan dalam penelitian ini adalah teknik analisis data kualitatif dan kuantitatif.

Berdasarkan penelitian ini diperoleh hasil sebagai berikut (1) kemampuan siswa dengan menerapkan model *experiential learning* meningkat terlihat dari hasil refleksi awal skor rata-rata yang diperoleh siswa adalah 65, skor rata-rata pada siklus I adalah 74,3, dan pada siklus II skor rata-ratanya adalah 86. Nilai tersebut sudah mencapai KKM yaitu 75. (2) langkah-langkah pembelajaran dengan menerapkan model *experiential learning* yaitu, pendahuluan, inti, dan penutup. (3) Respons siswa meningkat pada tiap siklusnya, siklus I respons siswa berjumlah 1242 dengan rata-rata 43 yang mendapatkan kategori positif. Sedangkan pada siklus II terjadi peningkatan respons berjumlah 1410 dengan rata-rata 49 yang mendapatkan kategori sangat positif. Berdasarkan uraian tersebut, dapat disimpulkan bahwa model pembelajaran *experiential learning* dapat meningkatkan kemampuan siswa menulis puisi. Saran dalam penelitian ini yaitu (1) bagi guru bahasa Indonesia dan guru lain dapat menggunakan model ini sebagai acuan dalam mengajar, dan (2) bagi peneliti lain mengadakan penelitian lanjutan terkait dengan model pembelajaran *experiential learning*.

ABSTRACT

Ni Putu Ayu Ratih, (2020). The Implementation of Experiential Learning Model (Experience-based Learning) to Improve Writing Competence of VIII C Students in SMPN 3 Penebel. Thesis, Language Education, Postgraduate Program, Ganesha University of Education.

This study has been approved and examined by Supervisor I: Prof. Dr. I Nengah Martha, M.Pd. and Supervisor II: Dr. Gde Artawan, M.Pd.

Key words: Writing, Poem, Experiential Learning

This study aimed to know (1) Students' competence through the implementation of experiential learning model in writing poem for VIII C students in SMPN 3 Penebel. (2) The implementation steps of experiential learning model in writing poem for VIII C students in SMPN 3 Penebel. (3) Students' responses after the experiential learning model has been implemented for VIII C students in SMPN 3 Penebel.

This classroom action research was conducted in two cycles which consist of five components; they were (1) design, (2) implementation, (3) observation, (4) evaluation, and (5) reflection. Teacher and the VIII C students in SMPN 3 Penebel were the subjects of this study. Data were collected by several methods; they were observation, test, and questionnaire. After that, the data were analyzed by two techniques, they were; qualitative technique and quantitative technique.

Based on this study, it was found that (1) by the implementation of experiential learning model, students' competence has improved and it can be seen from the score of initial reflection result, its average score is 65, the average score in cycle I is 743, and it is 86 on cycle II. Those scores has completed the minimum completeness criterion which is 75, (2) learning steps by implementing experiential learning model are introduction, content, and conclusion. (3) Students' responses have increased in every cycle; their responses are 1242 in cycle I with average 43 which is categorized as positive. Meanwhile, there is an increase of their responses which amounts to 1410 with average 49 that is categorized as very positive. Based on that explanation, it can be concluded that experiential learning model can improve students' competence in writing poem. Suggestions in this study are (1) Indonesian Language teachers or other subject teachers can use this study as guidance in teaching, and (2) other researchers can conduct a continuation research related to this experiential learning model.