

## ABSTRAK

Tesis ini berjudul “Perbandingan Efektivitas Model Pembelajaran Induktif Kata Bergambar dan Model Pembelajaran Berpikir Induktif dalam Pembelajaran Menulis Karangan Narasi Faktual” (Studi Kuasi Eksperimen pada Siswa Kelas VIII MTs. Ma’arif Putrajawa Tahun Pelajaran 2018-2019). Penelitian ini dilatarbelakangi pembelajaran menulis karangan narasi yang kurang efektif. Rumusan masalah dalam penelitian adalah, 1) Efektifkah model pembelajaran induktif kata bergambar dalam kemampuan menulis karangan narasi faktual?, 2) Efektifkah model pembelajaran berpikir induktif dalam kemampuan menulis karangan narasi faktual?, 3) Adakah perbedaan model pembelajaran induktif kata bergambar dan model pembelajaran berpikir induktif dalam kemampuan menulis karangan narasi faktual?. Tujuan dari penelitian ini adalah, 1) Mengetahui efektivitas model pembelajaran induktif kata bergambar dalam kemampuan menulis karangan narasi faktual, 2) Mengetahui efektivitas model pembelajaran berpikir induktif dalam kemampuan menulis karangan narasi faktual, 3) Mengetahui perbedaan model pembelajaran induktif kata bergambar dan model pembelajaran berpikir induktif dalam kemampuan menulis karangan narasi faktual.

Populasi dalam penelitian ini adalah seluruh siswa kelas VIII MTs. Ma’arif Putrajawa, sedangkan sampel dalam penelitian ini adalah siswa kelas VIII A sebagai sebanyak 21 orang dan siswa kelas kelas VIII B sebanyak 25 orang. Metode yang digunakan dalam penelitian ini adalah metode kuasi eksperimen. Teknik pengumpulan data yang digunakan adalah tes. Teknik pengolahan data yang peneliti lakukan yaitu dengan (statistik). Instrumen yang digunakan berupa tes subjektif.

Hasil pengolahan data dengan menggunakan uji t rata-rata hasil kemampuan menulis karangan narasi faktual kelas eksperimen sebelumnya yaitu 10,19 dan sesudahnya yaitu 14,85. Terdapat selisih 4,66. Hal tersebut dikuatkan dengan hasil pengolahan uji t hitung  $(21,80) > t$  tabel  $(2,84)$ . Karena  $t$  hitung  $(21,80) > t$  tabel  $(2,84)$  maka  $H_0$  ditolak dan  $H_a$  diterima. Selanjutnya pengolahan data dengan menggunakan uji t rata-rata hasil kemampuan menulis karangan narasi faktual kelas kontrol sebelumnya yaitu 11 dan sesudahnya yaitu 12,2. Terdapat selisih 1,2. Hal tersebut dikuatkan dengan hasil pengolahan uji t hitung  $(11,78) > t$  tabel  $(2,80)$ . Karena  $t$  hitung  $(11,78) > t$  tabel  $(2,80)$  maka  $H_0$  ditolak dan  $H_a$  diterima. Hasil pengolahan data dua model pembelajaran dengan rata-rata kelas 14,85 dan 12,2. Terdapat selisih 2,65. Hal tersebut dikuatkan dengan hasil pengolahan yaitu  $t$  hitung  $(2,75) > t$  tabel  $(2,415)$ .  $H_0$  ditolak dan  $H_a$  diterima.

Kesimpulan dari penelitian ini pertama, penggunaan model pembelajaran induktif kata bergambar efektif dalam kemampuan menulis karangan narasi faktual. Kedua, penggunaan model pembelajaran berpikir induktif efektif dalam kemampuan menulis karangan narasi faktual. Ketiga, model pembelajaran induktif kata bergambar lebih efektif daripada model pembelajaran berpikir induktif dalam kemampuan menulis karangan narasi faktual.

Saran untuk guru mata pelajaran Bahasa Indonesia untuk menggunakan model pembelajaran induktif kata bergambar sebagai strategi dalam pembelajaran.

## ABSTRACT

The titled of this thesis is "The Comparison of the Effectiveness Inductive Learning Model of The Picture Words and The Inductive Thinking Learning Model in Writing Factual Narrative Essays" (Quasi-Experimental Study in Student Grade VIII of MTs Ma'arif Putrajawa Academic Year 2018-2019). This research is motivated by learning to write narrative essays that are less effective. The formulation of the problem in this research is: 1) Is there any effectiveness in learning inductive model of pictorial words on the ability to write factual narrative writing?, 2) Is there any effectiveness in learning of inductive model thinking in the ability to write factual narrative essays?, 3) Are there differences in the pictorial word inductive learning models and the thinking learning models inductive in the ability to write factual narrative essays?. The purpose of this study is: 1) Knowing the effectiveness of the pictorial word inductive learning model in the ability to write factual narrative essays, 2) Knowing the effectiveness of the inductive thinking learning model in the ability to write factual narrative essays, 3) Knowing the difference in the pictorial word inductive learning model learning and thinking learning models inductive in the ability to write factual narrative essays.

The population in this study were all students of Grade VIII at MTs. Ma'arif Putrajawa, while the sample of this research were students of Grade VIII A as many as 21 and students of Grade VIII B as many as 25 people. The method of this research is a quasi-experimental method. The technique of collecting data is in form of a Test. The technique of the collecting data of these researchers is based on self-researcher (statistics). This research instrument is in form of subjective tests.

The results of processing the data is using T-test, the average results of the ability to write factual narrative essays from the previous experimental was 10.19 and finally result was 14.85. There is a difference of 4.66. This is corroborated by the results of the processing of T test ( $21.80 > t$  table (2.84)). Based on T arithmetic calculation are ( $21.80 > T$  table (2.84)) then produces  $H_0$  is rejected and  $H_a$  is accepted. Furthermore, the processing data using t-test, the average results of the ability to write a factual narrative essay of the previous controlling class is 11 and thereafter is 12.2. There is a difference of 1.2. This is corroborated by the results of processing T test ( $11.78 >$  and  $T$  is table (2.80)). Based on T arithmetic ( $11.78 > T$  table (2.80)) then  $H_0$  is rejected and  $H_a$  is accepted. Data processing results of two learning models with class averages of 14.85 and 12.2. There is a difference of 2.65. This is reinforced by the results of processing namely T arithmetic ( $2.75 > T$  table (2,415)).  $H_0$  was refused and  $H_a$  was accepted.

The conclusion of this research is first, the use of the pictorial word inductive learning model is effective in the ability to write factual narrative writing. Secondly, the use of inductive thinking learning models is effective in the ability to write factual narrative essays. Third, the inductive learning model of pictorial words is more effective than the learning model of inductive thinking in the ability to write factual narrative writing.

The Suggestions for the teachers of Indonesian language is to use the pictorial word inductive learning model as a strategy in learning process.

