

ABSTRAK

Elisabeth Saragih, NIM 2212411009. Pengaruh Model Pembelajaran *Self Direction Learning* terhadap Kemampuan Menulis Teks Cerita Pendek Siswa Kelas XI SMA Negeri 1 Percut Sei Tuan Tahun Pembelajaran 2024/2025. Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Bahasa dan Seni, Universitas Negeri Medan.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *self direction learning* terhadap kemampuan menulis teks cerita pendek siswa kelas XI SMA Negeri 1 Percut Sei Tuan Tahun Pembelajaran 2024/2025. *Self direction learning* merupakan model pembelajaran yang memberi kebebasan kepada siswa untuk mengatur sendiri proses belajarnya, mulai dari menetapkan tujuan, mengelola materi, menuangkan ide, hingga mengevaluasi hasil belajar secara mandiri. Populasi dalam penelitian ini berjumlah 388 siswa, dengan sampel sebanyak 35 dan 36 siswa yang dipilih melalui teknik sampel acak kelas. Penelitian menggunakan desain *two group posttest-only control design*. Instrumen yang digunakan berupa hasil tulisan teks cerita pendek yang dinilai berdasarkan tiga aspek, yaitu kelengkapan unsur-unsur intrinsik, kesesuaian struktur teks dan ciri kebahasaan. Hasil penelitian menunjukkan bahwa kemampuan siswa sebelum diterapkannya model *self direction learning* berada dalam kategori baik dengan nilai rata-rata 71,49. Setelah model diterapkan, nilai rata-rata meningkat menjadi 89,5 dan tergolong kategori sangat baik. Uji hipotesis menggunakan uji “t” menghasilkan nilai t_{hitung} sebesar $7,38 > t_{tabel} 1,997$ pada taraf signifikansi 0,05. Dengan demikian, H_0 ditolak dan H_a diterima, yang berarti terdapat pengaruh signifikan model *self direction learning* terhadap kemampuan menulis teks cerita pendek siswa. Temuan ini menunjukkan bahwa model *self direction learning* efektif dalam meningkatkan kemampuan menulis teks cerita pendek, khususnya pada aspek unsur, struktur, dan ciri kebahasaan.

Kata Kunci: Model pembelajaran, *self direction learning*, menulis, teks cerita pendek

ABSTRACT

Elisabeth Saragih, NIM 2212411009. The Effect of Self-Directed Learning Model on the Short Story Writing Ability of Grade XI Students of SMA Negeri 1 Percut Sei Tuan in the 2024/2025 Academic Year. Indonesian Language and Literature Education Study Program, Faculty of Languages and Arts, State University of Medan.

This study aims to determine the effect of the self-directed learning model on the ability to write short story texts of class XI students of SMA Negeri 1 Percut Sei Tuan in the 2024/2025 academic year. Self-directed learning is a learning model that gives students the freedom to organize their own learning process, starting from setting goals, managing materials, expressing ideas, to evaluating learning outcomes independently. The population in this study was 388 students, with a sample of 35 and 36 students selected through class random sampling techniques. The study used a two-group posttest-only control design. The instrument used was the results of writing short story texts which were assessed based on three aspects, namely the completeness of intrinsic elements, the suitability of text structure and linguistic features. The results of the study showed that students' abilities before the implementation of the self-directed learning model were in the good category with an average value of 71.49. After the model was implemented, the average value increased to 89.5 and was classified as very good. Hypothesis testing using the "t" test produced a calculated $t_{hitung} 7,38 > t_{tabel} 1,997$ at a significance level of 0.05. Thus, H_0 was rejected and H_a was accepted, which means there is a significant influence of the self-directed learning model on students' ability to write short story texts. This finding indicates that the self-directed learning model is effective in improving the ability to write short story texts, especially in the aspects of elements, structure, and linguistic features.

Keywords : Learning model, self direction learning, writing, short story text

