

ABSTRAK

Juliana. Pengaruh Pendekatan Saintifik dan Aktivitas Siswa terhadap Kemampuan Menulis Deskripsi Siswa di Kelas V SDS Gracia Sustain Medan. Tesis. Medan: Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan, 2018.

Penelitian ini dilatarbelakangi oleh: (1) siswa belum mampu menuangkan ide, pendapat dalam bentuk tulisan secara khusus menulis deskripsi; (2) guru belum menggunakan pendekatan pembelajaran yang inovatif, sehingga tidak meningkatkan aktivitas siswa; (3) hasil belajar menulis deskripsi siswa kelas V SDS Gracia Sustain rendah. Penelitian ini bertujuan untuk mengetahui (1) hasil belajar kemampuan menulis deskripsi siswa yang diajarkan dengan pendekatan saintifik dengan pendekatan ekspositori; (2) hasil belajar kemampuan menulis deskripsi siswa antara kelompok siswa yang memiliki aktivitas belajar tinggi dengan kelompok siswa yang memiliki aktivitas belajar rendah; (3) interaksi antara pendekatan saintifik dengan aktivitas siswa terhadap kemampuan menulis deskripsi siswa. Penelitian ini merupakan penelitian quasi eksperimen. Populasi penelitian ini adalah siswa kelas Va dan Vb Sekolah Dasar Swasta Gracia Sustain dan sebagai sampel dalam penelitian ini adalah kelas Va untuk kelas kontrol sebanyak 28 siswa yang diajarkan dengan menggunakan pendekatan ekspositori dan untuk kelas kontrol kelas Vb sebanyak 28 siswa yang diajarkan dengan menggunakan pendekatan saintifik. Instrumen yang digunakan terdiri dari: (1) tes hasil belajar yang digunakan dalam penelitian ini berbentuk essay test menulis deskripsi; (2) lembar observasi aktivitas siswa. Instrumen tersebut telah memenuhi syarat validitas isi dan validitas konstruk serta koefisien reliabilitas. Hasil penelitian menunjukkan bahwa: (1) hasil belajar siswa yang diajarkan dengan pendekatan saintifik memperoleh nilai rata-rata **71.607** sedangkan hasil belajar siswa yang diajar dengan pendekatan ekspositori memperoleh nilai rata-rata **53.929** ($\mu_{A1} > \mu_{A2}$); (2) berdasarkan hasil perhitungan data dapat diketahui bahwa siswa yang diajarkan dengan menggunakan aktivitas tinggi memperoleh nilai rata-rata = 66.724, sedangkan hasil belajar kemampuan menulis deskripsi yang menggunakan aktivitas rendah memperoleh nilai rata-rata = 58.519; dan (3) hasil pengujian hipotesis diperoleh tidak terdapat interaksi antara pendekatan saintifik dan aktivitas siswa terhadap kemampuan menulis deskripsi siswa.

Kata Kunci : pendekatan saintifik, pendekatan ekspositori, hasil belajar, dan aktivitas siswa

ABSTRACT

Juliana. The Effects of Scientific Approach and Student Activities towards Student Ability in Descriptive Writing on 5th Grade Student Gracia Sustain Private Elementary School Medan. Thesis. Medan: Postgraduate, Basic Education Program State University of Medan, 2018.

This research is based on: (1) students have not been able to apply ideas, opinions in writing specifically in descriptive writing; (2) teachers have not used innovative learning approach, so student learning activities did not increase; (3) the learning outcomes in descriptive writing on 5th grade student Gracia Sustain is low. This study aims to determine: (1) the difference of student learning outcomes in descriptive writing which were taught using the scientific approach and expository approach; (2) the difference of student learning outcomes in descriptive writing between the student who has high level of learning activities and student who has low level of learning activities ; (3) the interaction between scientific learning approach and student activities towards student ability in descriptive writing. This research is a quasi-experimental research. The population research are students of class Va and Vb Gracia Sustain Private Elementary School. The sample in this research is class Va as the control class that consist of 28 students which were taught using the an expository approach and for class Vb for the experimental class which were taught using scientific approach. The instruments used were: (1) the learning outcomes test, that was descriptive writing essay test; (2) student learning activity observation sheet. Those instruments had fulfilled the terms of content validity, construct validity and reliability coefficient. The findings of the research showed that: (1) the learning outcomes of students who received the scientific learning approach got mean score = 71.607 while the learning outcomes of student were using expository approach got the mean score = 53,929 ($\mu A1 > \mu A2$); (2) based on the results of data calculations can be seen that students who were taught using high learning activity got mean score = 66.724, while the learning outcomes of students were taught using low learning activity got the mean score = 58,519; and (3) the hypothesis result testing showed that there is no interaction between of the use of scientific approach and student activities towards students ability in descriptive writing.

Keywords: scientific approach, expository approach, learning outcomes, and student activities