

ABSTRAK

Syuyarti (00000000476)

“PENERAPAN MODEL PEMBELAJARAN KREATIF PRODUKTIF DALAM MATA PELAJARAN BAHASA INGGRIS UNTUK MENINGKATKAN HASIL BELAJAR SISWA KELAS XII SMA JUBILEE”

(xvii + 115 halaman: 30 tabel; 2 gambar; 3 grafik; 3 diagram; 6 lampiran)

Penelitian ini didasari oleh kerisauan guru akan hasil belajar siswa yang belum optimal dalam pembelajaran Bahasa Inggris. Berdasarkan hasil belajar siswa yang tertera dalam laporan hasil belajar, sebesar 37,5% dari keseluruhan jumlah siswa di dalam kelas mendapat nilai di bawah 75 yang belum memenuhi KKM (Kriteria Ketuntasan Minimum). Untuk mengatasi masalah tersebut, guru mencoba untuk menggunakan Model Pembelajaran Kreatif Produktif (PKP). Penelitian yang dilakukan berupa Penelitian Tindakan Kelas sebanyak tiga siklus dengan subjek penelitian 24 siswa kelas XII IPA, yang bertujuan untuk menjelaskan proses penerapan model pembelajaran kreatif produktif dalam pembelajaran Bahasa Inggris, perkembangan hasil belajar siswa (aspek kognitif, keterampilan dan afektif) selama proses penerapan model PKP dan kendala yang dialami selama proses pembelajaran dan cara mengatasinya. Data dikumpulkan melalui observasi, tes, rubrik penilaian, wawancara, dan dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan: (1) Proses penerapan model PKP Siklus I hingga Siklus III berjalan sesuai dengan perencanaan, (2) Perkembangan hasil belajar siswa menunjukkan peningkatan, (3) Kendala yang muncul dalam proses penerapan model PKP dapat diatasi. Dengan demikian, disimpulkan bahwa penerapan model PKP dalam pembelajaran Bahasa Inggris meningkatkan hasil belajar siswa.

Kata kunci: pembelajaran kreatif produktif dan hasil belajar kognitif, keterampilan dan afektif siswa.

Referensi: 36 (1983-2013)

ABSTRACT

Syuyarti (00000000476)

“THE IMPLEMENTATION OF CREATIVE PRODUCTIVE LEARNING MODEL IN ENGLISH SUBJECT TO IMPROVE STUDENTS’ LEARNING OUTCOMES OF SMA JUBILEE GRADE XII STUDENTS”

(xvii + 115 pages: 30 tables; 2 pictures; 3 charts; 3 diagrams; 6 attachments)

The Research is based on the teacher’s concern on how to improve the students’ learning outcomes in English Subject. Based on the students’ previous learning report, 37.5% of the whole number of students in the class hasn’t reached 75 which is considered as the minimum passing grade for English Subject in Jubilee School. To overcome the problem, teacher decided to apply a creative productive learning model in the class. The research conducted is a Classroom Action Research (CAR) with three cycles, with twenty four students as research subjects and aimed to describe the process of implementing creative productive learning model in English subject, the improvement of students’ learning outcomes (cognitive, skill and affective aspects) during the implementation of creative productive learning model, and the barriers experienced during the learning process and how to overcome them. Data was collected through observations, testing, assessment rubrics, and interviews and analyzed through qualitative descriptive process. The results showed: (1) The implementation of creative productive learning model on Cycle I to Cycle III went according to the plan, (2) The development of students’ learning outcomes showed improvements, (3) Barriers that occurred during the process of implementation of creative productive learning models could be overcome. It is concluded that the implementation of creative productive learning in English Subject improve students’ learning outcomes.

Keywords: creative-productive learning, and students’ cognitive, skills and affective learning outcomes.

References: 36 (1983-2013)