

## ABSTRAK

MUNIRAH. Pengembangan Model Pembelajaran Menulis Paragraf Bahasa Indonesia Berbasis Konstruktivisme pada Mahasiswa FKIP Unismuh Makassar (dibimbing oleh Tadjuddin Maknun, H. Muhammad Darwis, dan Hj. Nurhayati).

Penelitian ini bertujuan (1) mendeskripsikan fase pengembangan model pembelajaran menulis paragraf bahasa Indonesia berbasis konstruktivisme (MPBK) tipe P2RE pada mahasiswa Jurusan Pendidikan Bahasa dan Sastra Indonesia Unismuh Makassar; (2) menganalisis efektivitas model pembelajaran menulis paragraf bahasa Indonesia berbasis konstruktivisme (MPBK) tipe P2RE dalam memacu kreativitas menulis mahasiswa Jurusan Pendidikan Bahasa dan Sastra Indonesia Unismuh Makassar.

Jenis penelitian ini adalah penelitian pengembangan berdasarkan paradigma konstruktivisme. Model pengembangan ini merupakan adaptasi dan modifikasi dari R2D2 Willis dan Plomp. Data penelitian ini diperoleh dari dua sumber, yaitu proses pembelajaran dan hasil. Data dikumpulkan dengan teknik tes, observasi, angket dan wawancara. Data dianalisis secara deskriptif dengan menggunakan teknik persentase.

Penelitian ini dilakukan dengan empat fase, yaitu (1) persiapan, (2) pengorganisasian, (3) reflektif, dan (4) evaluasi. Adapun hasil menulis paragraf mahasiswa, yaitu (1) nilai konstruktivisme pada uji coba pertama dengan nilai rata-rata 76,28 dengan persentase ketuntasan 81,32%, dan pada uji coba kedua dengan nilai rata-rata 79,88 dengan persentase ketuntasan 81,61%; hasil menulis paragraf narasi pada uji coba pertama, yaitu 76,28; paragraf deskripsi 78,29; paragraf eksposisi 80,49; dan paragraf argumentasi 78,86 dan pada uji coba dua, yaitu paragraf narasi 79,88, paragraf deskripsi 78,76; paragraf eksposisi 78,99; dan paragraf argumentasi 77,08; (2) nilai kesatuan gagasan, yaitu sebelum tindakan pembelajaran paragraf mahasiswa tidak menunjukkan kesatuan gagasan karena mahasiswa sering membahas dua bahkan tiga ide pokok secara sekaligus dalam satu paragraf. Akan tetapi, setelah tindakan model pembelajaran, mahasiswa sudah dapat membuat paragraf yang hanya membahas satu ide pokok; dan (3) nilai koherensi, yaitu sebelum tindakan model pembelajaran, secara umum paragraf mahasiswa tidak menunjukkan koherensi. Akan tetapi, setelah tindakan model pembelajaran, paragraf mahasiswa sudah menunjukkan adanya koherensi. Aktivitas mahasiswa dalam proses pembelajaran dikategorikan aktif (90,23%), dan hasil aktivitas dosen dikategorikan baik (3,34), dan respon mahasiswa, yaitu aspek komponen pembelajaran sangat senang (39,51%), kategori senang (49,19%), kategori cukup senang (11,10%) dan kategori tidak senang (0,21%). Aspek kegiatan mengikuti pembelajaran kategori sangat berminat (59,47%), berminat (37,44%), cukup berminat (3,09%) dan tidak berminat (0%). Dengan demikian, model MPBK tipe P2RE memenuhi kriteria validitas dan efektivitas.

## ABSTRACT

MUNIRAH. Developing the Learning Model in Constructivism Based Paragraph Writing in Indonesian Language by Students of FKIP, Unismuh, Makassar (supervised by Tadjuddin Maknun, Muhammad Darwis, and Nurhayati).

This research aimed (1) to describe the development phases of the learning model of the constructivism-based paragraph writing (CBPW) in Indonesian Language, type P2RE by students of the Department of Indonesian Language and Literature Education, Unismuh, Makassar; (2) to analyze the effectiveness of the CPBW, type P2RE in order to spur the writing creativity of the students of the Department of the Indonesian Language and Literature Education, Unismuh, Makassar.

This research was a development research using the constructive paradigm. The development method used in the research was adaptation and the modification of R2D2 of Willis (1995 and 2000) and Plomp (1997). Two source of data were the learning process and the learning result: the source of learning process covered the data of the lecturer and students's activities durinf the paragraph writing class when the CBPW was implemented through the trial practices; while the source of the learning result provided the data about the student's achievements or grades showing the students abilities in were tests, observations, questionnaires, and interviews. The data were then analyzed using the percentage technique in order to see the tendency of what was going on during learning activities.

The learning model consisted of fous phases, namely the preparation, the organization, the reflective, and the evaluation. The result of paragraph writing students', namely (1) constructivism value on first trial in paragraph writing was 76.28 with the completion percentage of 81.32%, and categorized as high; and the second trial was 79.88 with the completion percentage of 81.61%; the value of narative paragraph writing on first trial was 79.88, description was 78.29; exposition was 80.49; and argumentation was 78.86, and on second trial the value of narative paragraph writing was 79.88, description was 78.76; exposition was 78.99; and argumentation was 77.02; (2) the value of the unity of idea , before the act of learning, students do not show the unity of the paragraph because students often discussed the idea of two or three at once the main idea in a paragraph. However, after the action learning, students are able to make a paragraph that discusses only one main idea ; and (3) the value of coherence before the action learning model, students generally do not show the paragraph coherence. However, after the action learning, students have demonstrated paragraph coherence during the learning process was categorized as active (90.23%); the results of the activity of both faculty

categorized (3.34) and the students' responses, i.e. learning component aspect, was categorized as very contented (39.51%), contented (49.19%), contented enough (11.10%), and not contented (0.21%). As for the aspect of attending the learning process was categorized as very interested (59.47%), interested (37.44%), interested enough (3.09%) and not interested (0.00%). So that, the CPBW model type P2RE had met the validity and the effectivity criteria.