

Efektivitas program SRSD (Self-Regulated Strategy Development) berdasarkan metakognisi dalam meningkatkan keterampilan menulis karangan pada siswa sekolah dasar = The effectiveness of SRSD program (Self-Regulated Strategy Development) based on metacognition in improving story writing skills on elementary students

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Abstrak

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Tujuan penelitian ini adalah melihat efektivitas program SRSD (Self-Regulation Strategy Development) berdasarkan metakognisi untuk meningkatkan keterampilan menulis karangan pada siswa sekolah dasar. Intervensi yang dirancang ini diharapkan dapat membantu siswa mengembangkan kemampuannya dalam meregulasi proses menulis karangan secara mandiri. Penelitian ini menggunakan single subject design dengan melibatkan satu orang partisipan, yaitu siswa perempuan berusia 11 tahun yang memiliki kecerdasan di atas rata-rata (Skala Wechsler), namun kesulitan dalam menulis karangan. Intervensi dibagi ke dalam 10 sesi dengan durasi 60 menit pada setiap sesinya. Setelah dilakukan analisis perbandingan hasil pre-test dan post-test, ditemukan bahwa model SRSD yang diberikan efektif dalam mengembangkan kemampuan metakognisi, baik dalam hal planning maupun reviewing dan meningkatkan keterampilan menulis karangan.

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ABSTRACT

The purpose of this study was to know the effectiveness of SRSD program (Self-Regulation Strategy Development) based on metacognition in improving story writing skills on elementary students. This intervention expected to help elementary students to develop their skill in regulating writing process independently. This study is a single subject research with one student involved. Participant is an eleven years old girl with an above average intelligent quotient (Wechsler Scale), but having problem in story writing. This intervention was given in ten session and 60 minutes for each session. Qualitative analysis was applied to measure changes of writing score before and after the intervention. The result of this study shows that SRSD model is effective in developing metacognition, not only planning but also reviewing and improving story writing skills., The purpose of this study was to know the effectiveness of SRSD program (Self-Regulation Strategy Development) based on metacognition in improving story writing skills on elementary students. This intervention expected to help elementary students to develop their skill in regulating writing process independently. This study is a single subject research with one student involved.

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