PENERAPAN STRATEGI BELAJAR MENGULANG (REHEARSAL STRATEGIES) DALAM MENINGKATKAN KEMAMPUAN KOGNITIF DAN BERKOMUNIKASI SISWA KELAS X SMA WAHID HASYIM MALANG

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The process of teaching and learning in senior high school of Wachid Hasyim Malang shows that there is a lack of ability on students’ ability in expressing their own opinion in both oral and writing skill. The student’s low ability in writing is shown when students do some tasks in the form of report or paper; they can not provide the important information as needed. This also happens in terms of writing skill too especially in terms of teaching and learning process. They do not respond and ask the teacher as well. They seem to be very passive. This happens due to the students lack of ability in reading, there is no follow up after they read so that it results in low comprehension which in turns result in the loss of conceptual important information they have just learnt. This is shown by the fact that there is only 25 % of those students can pass the block test conducted by the school. This lack of ability will influence student’s activity learning. In order to give the follow up activity after students learning with the teacher at school and to make the students get used to searching for important information of a certain task, then the students are asked to conduct rehearsal strategy so that they can understand the concept faster to remind them of what they have learnt so far. This study aims at finding out the application of rehearsal strategies, student’s ability in both oral and writing skill, students cognitive and response after being taught by using this strategy in senior high school of Wachid Hasyim Malang.

This is a classroom action research which is done in cycles. The data are gotten from the field study by applying the concept of rehearsal strategies, give the observation paper to communicate in both oral and written, the post test to measure the student’s cognitive and response ability. The result of the study shows that by applying this rehearsal strategy by doing underlining, making a footnote, and circling the definition and other difficult vocabularies, then it is gotten that students writing ability is increasing from 68,3% in the first cycle, 68,7% in the second cycle and 72,4 % in the third cycle. The students cognitive is also increasing as well in each cycle from the first cycle at 1,44 % (isn’t passed), 65,3 % in the second cycle and 76,1 % (Isn’t passed) in the third cycle (passed). The average students response is about 76,5 % which means that it is all accepted by students.