ABSTRAK

Siti Uyainah, 2020, *Penerapan Model Cooperative Learning Dalam Pembelajaran Mengidentifikasi Unsur Instrinsik Cerpen Siswa Kelas VII SMPI Al-Waroqot Kadur Pamekasan*, Skripsi, Fakultas Tarbiyah, Program Studi Tadris Bahasa Indonesia (TBIN), Institut Agama Islam Negeri (IAIN) Madura, Pembimbing: Hj. Kristanti Ayuanita, M. Pd.

**Kata Kunci**: Model *Cooperative Learning*, unsur instrinsik cerpen.

Di Kelas VII SMPI Al-Waroqot Kadur Pamekasan masih banyak permasalahan dalam pembelajaran Bahasa Indonesia, terutama penerapan model *Cooperative Learning* dalam pembelajaran mengidentifikasi unsur instrinsik cerpen. Beberapa faktor melatarbelakangi hal tersebut, siswa kurang memahami cara mengidentifikasi unsur intrinsik cerpen dan hanya mengetahui pengertiannya saja. Rendahnya semangat dan kreativitas siswa dalam kegiatan pembelajaran. Serta penerapan model *Cooperative Learning* yang masih kurang efektif.

Penelitian ini terdapat tiga fokus penelitian, yaitu, *pertama,*Bagaimana penerapan model *Cooperative Learning* dalam pembelajaran mengidentifikasi unsur instrinsik cerpen. *Kedua*, Keunggulan dan keterbatasan penerapan model *Cooperative Learning* dalam pembelajaran mengidentifikasi unsur instrinsik cerpen. *Ketiga*, Bagaimana solusi dari keterbatasan penerapan model *Cooperative Learning* dalam pembelajaran mengidentifikasi unsur instrinsik cerpen.

Penelitian ini merupakan penelitian kualitatif dengan jenis deskriptif. Sumberdatanya adalah guru serta siswa kelas VII. Adapun prosedur pengumpulan data dengan cara observasi, wawancara, serta beberapa dokumentasi. Kemudian dilakukan analisis data untuk mendapatkan jumlah temuan penelitian. Sedangkan pengecekan keabsahan data dilakukan dengan triangulasi.

Hasil penelitian ini menunjukkan bahwa: *Pertama*, penerapan model *Cooperative Learning* dalam pembelajaran mengidentifikasi unsur instrinsik cerpen siswa kelas VII SMPI Al-Waroqot Kadur Pamekasan dilakukan dengan beberapa langkah yang cukup mudah diaplikasikan. Sehingga dapat lebih mengasah siswa untuk lebih memahami mengenai materi yang telah di sampaikan oleh guru juga dapat mengasah siswa dalam meningkatkan kemampuan dalam mengidentifikasi unsur instrinsik cerpen. *Kedua,* keunggulan dan keterbatasan penerapan model *Cooperative Learning* dalam pembelajaran mengidentifikasi unsur instrinsik cerpen siswa kelas VII SMPI Al-Waroqot Kadur Pamekasan meliputi: Keunggulannya yaitu: a) Kegiatan belajar mengajar di kelas terorganisir. b)Selama pelajaran berlangsung siswa tidak bergantung kepada guru. c)Siswa dapat mengungkapkan ide atau gagasannya. Dst. Keterbatasannya yaitu: a) Terbatasnya waktu dalam menerapkan model *Cooperative Learning.* b) Hubungan siswa ada yang tidak harmonis dalam kelompok, dst. *Ketiga,* solusi dari keterbatasan penerapan model *Cooperative Learning* dalam pembelajaran mengidentifikasi unsur instrinsik cerpen siswa kelas VII SMPI Al-Waroqot Kadur Pamekasan meliputi: a) Mengatur waktu dengan sebaik mungkin.b) Meningkatkan motivasi, masukan, dan dorongan. c) Melakukan teguran. d) Memberikan sanksi atau hukuman.

ABSTRACT

Siti Uyainah, 2020, *The Aplication of Cooperative Learning Models in Learning to Identify Instrinsic Elements of Student Short Stories VII Class of SMPI Al-Waroqot Kadur Pamekasan,* Thesis, Tarbiyah Faculty, Indonesian Tadris Study Program (TBIN), Madura State Islamic Institute (IAIN), Supervisor: Hj. Kristanti Ayuanita, M. Pd.

**Keywords**: *Cooperative Learning* models*,* short stories instrinsic elements*.*

In Class VII SMPI Al-Waroqot Kadur Pamekasan there are still many problems in learning Indonesian, especially the application of the model *Cooperative Learning* identifies instrinsik elements short story. Some factors behind this, students do not understand how to identify the instrinsic short story and only know its meaning only. Low enthuasism and creativity of students in learning activities. And the application of *Cooperative Learning* models that are still less effective.

This research has three research focuses, namely, first, how the application of *Cooperative Learning* models in learning identifies instrinsic element of short stories. Second, the advantages and limitations of applying the model *Cooperative Learning* in learning identifies instrinsic element of short story. Third, how is the solution to the limitations of applying the model *Cooperative Learning* in learning to identify the instrinsic short story elements.

This research is a qualitative research with descriptive type. The sources are the teacher and grade VII students. The collection procedure data by observation, interview, and some documentation. Then data analysis was performed to obtain the number of research findings. While checking the validity of the data is done by triangulation.

The results of this study indicate that: First, the application of *Cooperative Learning* models in learning to identify the instrinsic class VII Middle School-Waroqot Kadur Pamekasan is done with a number of steps that are quite easy to apply. So that it can be more sharpening students to better understand the material has been delivered by teachers also can hone students in improving the ability to identify the instrinsic short story elements. Second, excellence and limitation on the application of *Cooperative Learning* models in learning identify the instrinsic elements of short story Grade VII student of Al-Waroqot SMPI Kadur Pamekasan includes: the advantages are: a) teaching and learning activities in the classroom organized. b) during the lesson students do not depend on the teacher. c) students can express ideas or ideas, etc. Its limitations are: a) limited time in implementing *Cooperative Learning* models. b) some student relationships are not harmonious in groups, etc. Third, the solution from the limitions of applying the *Cooperative Learning* model in learning identify the instrinsic elements of short stories of Grade VII includes: a) arrange time as well as possible. b) increase motivation, input, and encourragement. c) doing reprimands. d) provide sanctions or penalties.