

**THE IMPLEMENTATION OF LITERARY LEARNING  
AT SD N KARANGSONO 3 DEMAK**



**THESIS**

**Submitted as a Partial Fulfillment of the Requirements  
for Getting Master Degree of Education  
in Educational Management Department**

**By**

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**2011**

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## ACCEPTANCE

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## **TESTIMONY**

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain master degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those the writing which are referred to the manuscripts mentioned in bibliography.

Hence later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsibility.

Surakarta,  
Writer,

Cahya Setya Prasaja

## **MOTTO**

Life is an expectancy that always be, like the sunrise in the morning and it is something that always come when you need it.

Life, not always starts with laughing, when we were born in this world we started it with crying.

*No late to repair our mistake except the death.*

No matter what is it, the appreciation of love is a life experience that will bring us to a step in the future.

## **DEDICATION**

I dedicate this research to:

My beloved parents Sugiono, M.Pd and Siti Purwani, S.Pd. who always pray for me so, that I could finish this study.

My old brother and my young brother, Andri and Dhi-dhi, thanks for your attention and understanding to me.

My Lovely who always gives me support, so I can take the meaning of this life.

All my friends who always accompany me along this study. Thank you for the beautiful togetherness, may our friendship will not ends.

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The writer realizes that this research paper is far from being perfect, in order to make it better, the writer accepts some advice and criticism. Finally, the writer wishes this research paper would be useful for all readers.

*Wassalamu'alaikum Warohmatullahi Wabarokatuh.*

Surakarta,

Writer,

Cahya Setya Prasaja

## ABSTRACT

Cahya Setya Prasaja. Q.100.090.151. The Implementation of Literary Learning in Elementary School of Karangsono 3 Demak. Thesis. Graduate School. Muhammadiyah University of Surakarta. 2011.

The objectives of this research are to (1) describe the characteristics of literary learning material in Elementary School of Karangsono 3 Demak; (2) describe the characteristics of the delivery a literary learning material in Elementary School of Karangsono 3 Demak; and (3) describe the characteristics of the literary learning evaluation in Elementary School of Karangsono 3 Demak.

This qualitative research is conducted in Elementary School of Karangsono 3 Demak. Human resource in this study are the school principal and teachers. The data are in the forms of information related to the implementation of literary learning. Technique of data analysis is conducted with data collection, data reduction, data presentation, and conclusion. Data validity test used *credibility* (internal validity), *transferability* (external validity), *dependability* (reliability), and *confermability* (objectivity).

The results of this research are (1) the material in the literary learning taught by teachers in Elementary School of Karangsono 3 Demak should be organized as attractive as possible so that the students may be attracted to follow the lesson being delivered. Literary subject in elementary school consists of learning poetry, prose and drama. In Elementary School of Karangsono 3 Demak, there is no performance for drama subject except the theory. It is also given long than prose nad poetry. (2) The teaching of the poetry and prose material preludes of how to read, write and listen to poetry and prose. In reading poetry and prose, the teacher gives an example of it to be read by students. In the delivery of material by listening, the students expected to develop the ability to listen, understand, and respond to various kinds of poetry and prose. (3) The literary evaluation can be done in writing or in practice. The literary evaluation for poetry is made in writing poetry and also practice. The written evaluation is that the students must create poetry after the material is completed or when the semester final exam. Evaluation in practice is that the students read poetry in front of the class directly.

Keywords: *Material, delivery, evaluation, learning*

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