

ABSTRAK

Heri Risdianto. 2023. *Penerapan Model Pembelajaran Berbasis Pengalaman (Experiential Learning) Dalam Pembelajaran Menulis Deskripsi pada Siswa Kelas IV SDN 5 Selur Kecamatan Ngrayun Kabupaten Ponorogo Tahun Pelajaran 2022/2023.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. V Teguh Suharto, M.Pd.; (II) Dr. Lulus Irawati, S.S., M.Pd.

Kata kunci: menulis, karangan deskripsi, dan experiential learning.

Penelitian ini bertujuan untuk mendeskripsikan (1) penerapan model belajar berbasis pengalaman (*experiential learning*) dalam pembelajaran menulis karangan deskripsi, (2) hasil belajar penerapan model belajar berbasis pengalaman (*experiential learning*) dalam pembelajaran menulis karangan deskripsi, (3) kelebihan dan kekurangan penerapan model belajar berbasis pengalaman (*experiential learning*) dalam pembelajaran menulis karangan deskripsi. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data dalam penelitian ini adalah dengan observasi, wawancara, dan juga dokumentasi. Teknik yang digunakan untuk menganalisis data dalam penelitian ini adalah model interaktif dari Miles dan Huberman. Simpulan penelitian ini adalah (1) Penerapan model pembelajaran berbasis pengalaman (*experiential learning*) dalam pembelajaran menulis karangan deskripsi pada siswa kelas IV SDN 5 Selur Kecamatan Ngrayun Kabupaten Ponorogo tahun pelajaran 2022/2023 berjalan sesuai yang direncanakan.

ABSTRACT

Heri Risdianto. 2023. *The Implementation of Experiential Learning Model in Descriptive Writing Learning for Students Grade IV at SDN 5 Selur, Ngrayun Sub-District, Ponorogo District, year 2022/2023.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor I) Dr. V Teguh Suharto, M.Pd.; (II) Dr. Lulus Irawati, S.S., M.Pd.

Keywords: writing, descriptive essay, and experiential learning

The aim of this research described (1) the implementation of experiential learning model in descriptive writing learning, (2) the result of experiential learning model implementation using in descriptive writing learning, (3) the advantages and disadvantages of experiential learning model implementation in descriptive writing learning. This research used descriptive qualitative method. The data collection technique is done by observing, interviewing and documenting. The technique used to analyze the data in this research was an interactive model of Miles and Huberman. The conclusion of this research was (1) the implementation of experiential learning model and use of image media in descriptive writing learning for students grade IV at SDN 5 Selur,

Ngrayun, Ponorogo, year 2022/2023, went as planned; (2) the implementation of experiential learning model and use of image media has been proven to improve the learning of writing essay description for students grade IV at SDN 5 Selur, Ngrayun, Ponorogo, year 2022/2023; (3) the advantages of experiential learning model implementation and image media using were able to create a conducive learning situation, able to foster students' enthusiasm in following each stage of learning, and also able to stimulate students to be more creative thinking. Meanwhile, the disadvantages were that it required time planning and implementing in such a very long time.