

ABSTRAK

Novi Erna Susanti. 2025. *Peningkatan Kemampuan Menulis Karangan Narasi Menggunakan Model Pembelajaran Think Talk Write Berbantuan Media Gambar Seri Siswa Kelas IV SDN 1 Ngumpul Kecamatan Balong Kabupaten Ponorogo.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, PROGRAM Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Rohman Soleh, S.S., M.Pd.; (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Kata kunci: *menulis, karangan narasi, think talk write, dan gambar seri.*

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan (1) peningkatan kemampuan menulis karangan narasi menggunakan model pembelajaran *think talk write* berbantuan media gambar seri siswa kelas IV SDN 1 Ngumpul Kecamatan Balong Kabupaten Ponorogo, (2) aktivitas guru dalam proses penggunaan model pembelajaran *think talk write* berbantuan media gambar seri untuk meningkatkan kemampuan menulis karangan narasi siswa kelas IV SDN 1 Ngumpul Kecamatan Balong Kabupaten Ponorogo, dan (3) aktivitas siswa dalam proses penggunaan model pembelajaran *think talk write* berbantuan media gambar seri untuk meningkatkan kemampuan menulis karangan narasi siswa kelas IV SDN 1 Ngumpul Kecamatan Balong Kabupaten Ponorogo. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan dua siklus. Hasil penelitian ini adalah (1) model *think talk write* berbantuan media gambar seri dapat meningkatkan keterampilan guru, aktivitas siswa, dan keterampilan siswa dalam menulis karangan narasi siswa kelas IV SDN 1 Ngumpul Kecamatan Balong Kabupaten Ponorogo, (2) Model *think talk write* berbantuan media gambar seri dapat meningkatkan keterampilan guru yaitu siklus I memperoleh skor 23 dengan kriteria baik, dan pada siklus II memperoleh skor 29 dengan kriteria sangat baik. Model *think talk write* berbantuan media gambar seri dapat meningkatkan aktivitas belajar siswa pada proses pembelajaran yaitu siklus I rata-rata skor 27,1 dengan kriteria baik, dan pada siklus II rata-rata skor 36,8 dengan kriteria sangat baik, dan (3) Model *think talk write* berbantuan media gambar seri dapat meningkatkan keterampilan menulis karangan narasi pada aspek kualitas isi, organisasi dan penyajian isi, pemilihan kata, ejaan dan tanda baca serta kerapian tulisan. Hasil belajar pada siklus I memperoleh nilai rata-rata 61,70 dan ketuntasan klasikal 66,66% kriteria baik. Pada pelaksanaan tindakan siklus II hasil belajar siswa meningkat dengan rata-rata 70,55 dan persentase ketuntasan klasikal 85,18% kriteria baik sekali.

ABSTRACT

Novi Erna Susanti. 2025. *Improving the Ability to Write Narrative Essays Using the Think Talk Write Learning Model Assisted by Media Picture Series for Class IV Students at SDN 1 Ngumpul, Balong District, Ponorogo Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor I) Dr. Dwi Rohman Soleh, S.S, M.Pd.; (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Keywords: *writing, narrative essays, think talk writing, and drawing series.*

This research aims to describe and explain (1) improving the ability to write narrative essays using the think talk write learning model assisted by picture series media for class IV students at SDN 1 Ngumpul, Balong District, Ponorogo Regency, (2) teacher activities in the process of using the assisted think talk write learning model series image media to improve the ability to write narrative essays for class IV students at SDN 1 Ngumpul, Balong District, Ponorogo Regency, and (3) student activities in the process of using the think talk write learning model assisted by series image media to improve the ability to write narrative essays for class IV students at SDN 1 Ngumpul Balong District, Ponorogo Regency. This research is classroom action research using two cycles. The results of this research are (1) the think talk write model assisted by serial image media can improve teacher skills, student activities, and student skills in writing narrative essays for class IV students at SDN 1 Ngumpul, Balong District, Ponorogo Regency, (2) The think talk write model assisted by media series of images can improve teacher skills, namely in cycle I getting a score of 23 with good criteria, and in cycle II getting a score of 29 with very good criteria. The think talk write model assisted by serial image media can increase students' learning activities in the learning process, namely in cycle I the average score was 27.1 with good criteria, and in cycle II the average score was 36.8 with very good criteria, and (3) The think talk write model assisted by picture series media can improve narrative composition writing skills in the aspects of content quality, organization and presentation of content, word choice, spelling and punctuation as well as neatness of writing. Learning outcomes in cycle I obtained an average score of 61.70 and classical completeness of 66.66%, good criteria. During the implementation of the second cycle of action, student learning outcomes increased with an average of 70.55 and the percentage of classical completion was 85.18%, very good criteria.