

ABSTRAK

Putri Nur Intan Kumalasari. 2025. Kemampuan Menulis Teks Deskriptif Pada Siswa Sekolah Dasar Tesis. Madiun: Program Studi Magister Pendidikan Dasar, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Cerianing Putri Pratiwi, M.Pd., (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Menulis merupakan salah satu aspek keterampilan berbahasa yang tergolong sulit karena tidak hanya berupa produk tetapi juga kegiatan mengembangkan ide, gagasan, dan imajinasi dalam bentuk tulisan. Teks deskriptif sebagai salah satu jenis keterampilan menulis memiliki peran penting dalam meningkatkan kemampuan berbahasa Indonesia siswa karena melatih siswa menggambarkan objek dengan imajinasi dan cara berpikir yang dituangkan dalam karya tulis. Berdasarkan observasi lapangan, kemampuan siswa dalam menulis teks deskriptif masih rendah yang disebabkan oleh kurangnya minat siswa terhadap kegiatan menulis, kesulitan mengembangkan topik, penggunaan tanda baca yang kurang tepat, dan kesalahan penulisan kata. Penelitian ini bertujuan untuk menganalisis kemampuan menulis teks deskriptif siswa kelas V sekolah dasar dengan fokus pada aspek kebahasaan dan isi tulisan.

Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis deskriptif. Penelitian dilaksanakan di SD Negeri 03 Dimong, Kabupaten Madiun, selama periode Februari hingga Mei 2025. Subjek penelitian adalah siswa kelas V yang berjumlah 18 orang (9 laki-laki dan 9 perempuan) serta guru kelas sebagai sumber data primer, dilengkapi dengan data sekunder berupa dokumen pembelajaran dan hasil penilaian. Instrumen pengambilan data utama berupa lembar penilaian teks deskriptif yang mencakup dua aspek: aspek kebahasaan (ketepatan tanda baca, huruf kapital, struktur kalimat, dan integrasi antar kalimat) dan aspek isi tulisan (kesesuaian kalimat penjelas dengan gambar, kesesuaian isi dengan judul, dan kelengkapan informasi deskriptif). Data dikumpulkan melalui analisis dokumen hasil tulisan siswa berbasis media visual, observasi pembelajaran, dan wawancara dengan guru serta siswa. Keabsahan data dijamin melalui triangulasi sumber, teknik, dan waktu untuk memverifikasi konsistensi temuan.

Hasil penelitian menunjukkan bahwa secara keseluruhan, siswa kelas V SD Negeri 03 Dimong memiliki kemampuan menulis teks deskriptif dalam kategori cukup dengan perolehan nilai rata-rata 74%. Distribusi kemampuan siswa menunjukkan 44% siswa berada dalam kategori cukup, 22% kategori bagus, 11% kategori sangat bagus, dan 17% kategori kurang. Analisis aspek kebahasaan mengungkapkan bahwa siswa memiliki kemampuan relatif baik dalam penggunaan huruf kapital dengan skor tertinggi 78% (kategori bagus), diikuti integrasi antar kalimat 74% (kategori cukup), ketepatan struktur kalimat 72% (kategori cukup), dan terendah pada ketepatan tanda baca 66% (kategori cukup). Pada aspek isi

tulisan, siswa menunjukkan kemampuan baik dalam menyusun kalimat penjabar sesuai gambar dengan skor 79% (kategori bagus), mengkonfirmasi efektivitas media visual sebagai stimulus pembelajaran sesuai teori dual coding. Analisis korelasi mengungkapkan hubungan positif antara kemampuan kebahasaan dan kualitas isi tulisan, mendukung teori interaksi form dan meaning dalam pembelajaran bahasa. Faktor-faktor yang mempengaruhi kemampuan menulis meliputi interaksi kompleks antara aspek internal siswa (tingkat kosakata, kemampuan observasi, tingkat motivasi) dan faktor eksternal (pendekatan pembelajaran guru, penggunaan media visual, lingkungan belajar).

Penelitian ini menyimpulkan bahwa kemampuan menulis teks deskriptif siswa kelas V SD Negeri 03 Dimong berada dalam kategori cukup dan memerlukan perhatian khusus dalam pembelajaran menulis sesuai dengan teori perkembangan kognitif Piaget dan konsep Zone of Proximal Development yang menunjukkan siswa memerlukan scaffolding dari guru. Tantangan yang dihadapi dalam pembelajaran mencakup keterbatasan waktu, heterogenitas kemampuan siswa, kurangnya variasi media pembelajaran, dan minimnya latihan menulis. Pola kesalahan yang ditemukan meliputi kesalahan kebahasaan (penggunaan tanda baca, struktur kalimat, pengulangan kata), kesalahan konten (informasi tidak relevan, deskripsi terlalu umum, kurangnya detail), dan kesalahan organisasi (urutan ide tidak logis, transisi lemah, pembukaan dan penutupan tidak efektif). Meskipun demikian, beberapa siswa menunjukkan kreativitas menarik dalam menulis, seperti penggunaan majas sederhana, variasi sudut pandang, dan imajinasi dalam pengembangan ide. Penelitian ini merekomendasikan peningkatan frekuensi latihan menulis, penggunaan media pembelajaran yang bervariasi, pemberian feedback yang spesifik, dan pengembangan instrumen penilaian yang komprehensif. Implikasi praktis meliputi perlunya strategi pembelajaran diferensiasi, optimalisasi media visual sebagai scaffolding kognitif, pengembangan kurikulum dengan alokasi waktu memadai dan integrasi mata pelajaran, sistem penilaian holistik, serta program pelatihan guru berkelanjutan. Saran untuk praktisi pendidikan mencakup penerapan pembelajaran diferensiasi, penggunaan media visual optimal, integrasi aspek kebahasaan-isi tulisan, pengembangan kosakata, dan penilaian formatif berkelanjutan. Penelitian masa depan disarankan menggunakan desain longitudinal untuk melacak perkembangan kemampuan menulis siswa, eksperimental untuk menguji efektivitas metode pembelajaran, komparatif untuk memahami pengaruh faktor kontekstual, dan eksplorasi integrasi teknologi digital dalam pembelajaran menulis teks deskriptif.

Kata kunci: *analisis deskriptif, kemampuan menulis, media visual, pembelajaran bahasa Indonesia, pembelajaran diferensiasi, scaffolding kognitif, siswa sekolah dasar, teks deskriptif, Zone of Proximal Development*

ABSTRACT

Putri Nur Intan Kumalasari. 2025. Descriptive Text Writing Ability in Elementary School Students. Thesis. Madiun: Master's Program in Elementary Education, Graduate Faculty, PGRI University Madiun. Advisor Dr. Cerianing Putri Pratiwi, M.Pd., Co Advisor Dr. Heny Kusuma Widyaningrum, M.Pd.

Writing is one of the language skills that is considered difficult because it is not only a product but also an activity of developing ideas, thoughts, and imagination in written form. Descriptive text as one type of writing skill plays an important role in improving students' Indonesian language abilities as it trains students to describe objects with imagination and thinking patterns expressed in written work. Based on field observations, students' ability in writing descriptive texts is still low due to students' lack of interest in writing activities, difficulty in developing topics, inappropriate use of punctuation, and word spelling errors. This study aims to analyze the descriptive text writing ability of fifth-grade elementary school students with a focus on linguistic aspects and content of writing.

This study uses a qualitative approach with descriptive analysis method. The research was conducted at SD Negeri 03 Dimong, Madiun Regency, during the period from February to May 2025. The research subjects were fifth-grade students totaling 18 people (9 boys and 9 girls) and class teachers as primary data sources, supplemented with secondary data in the form of learning documents and assessment results. The main data collection instrument was a descriptive text assessment sheet covering two aspects: linguistic aspects (accuracy of punctuation, capitalization, sentence structure, and integration between sentences) and writing content aspects (appropriateness of explanatory sentences with pictures, content appropriateness with titles, and completeness of descriptive information). Data were collected through analysis of students' writing documents based on visual media, learning observations, and interviews with teachers and students. Data validity was ensured through triangulation of sources, techniques, and time to verify the consistency of findings.

The research results show that overall, fifth-grade students at SD Negeri 03 Dimong have descriptive text writing ability in the sufficient category with an average score of 74%. The distribution of students' abilities shows 44% of students are in the sufficient category, 22% in the good category, 11% in the very good category, and 17% in the poor category. Analysis of linguistic aspects reveals that students have relatively good ability in using capital letters with the highest score of 78% (good category), followed by integration between sentences 74% (sufficient category), accuracy of sentence structure 72% (sufficient category), and lowest in punctuation accuracy 66% (sufficient category). In the writing content aspect, students show good ability in composing explanatory sentences according to pictures with a score of 79% (good category), confirming the effectiveness of visual

media as learning stimulus according to dual coding theory. Correlation analysis reveals a positive relationship between linguistic ability and writing content quality, supporting the theory of form and meaning interaction in language learning. Factors affecting writing ability include complex interactions between students' internal aspects (vocabulary level, observation ability, motivation level) and external factors (teacher's learning approach, use of visual media, learning environment).

This study concludes that the descriptive text writing ability of fifth-grade students at SD Negeri 03 Dimong is in the sufficient category and requires special attention in writing learning according to Piaget's cognitive development theory and the Zone of Proximal Development concept which shows that students need scaffolding from teachers. Challenges faced in learning include time limitations, heterogeneity of student abilities, lack of variety in learning media, and minimal writing practice. Error patterns found include linguistic errors (use of punctuation, sentence structure, word repetition), content errors (irrelevant information, too general descriptions, lack of detail), and organizational errors (illogical idea sequence, weak transitions, ineffective openings and closings). Nevertheless, some students show interesting creativity in writing, such as the use of simple figures of speech, variation in perspectives, and imagination in idea development. This study recommends increasing the frequency of writing practice, using varied learning media, providing specific feedback, and developing comprehensive assessment instruments. Practical implications include the need for differentiated learning strategies, optimization of visual media as cognitive scaffolding, curriculum development with adequate time allocation and subject integration, holistic assessment systems, and ongoing teacher training programs. Suggestions for education practitioners include implementing differentiated learning, optimal use of visual media, integration of linguistic-content writing aspects, vocabulary development, and continuous formative assessment. Future research is suggested to use longitudinal designs to track the development of students' writing abilities, experimental to test the effectiveness of learning methods, comparative to understand the influence of contextual factors, and exploration of digital technology integration in descriptive text writing learning.

Keywords: *cognitive scaffolding, descriptive analysis, descriptive text, differentiated learning, elementary school students, Indonesian language learning, visual media, writing ability, Zone of Proximal Development*