

ABSTRAK

Mukotimah. 2025. *Peningkatan Keterampilan Menulis Karangan Narasi Menggunakan Metode STAD Berbantuan Media Visual Pada Siswa Kelas IV SDN Nganti 1 Kecamatan Ngraho Kabupaten Bojonegoro.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Kata kunci: *menulis, narasi, STAD, dan media visual*

Penelitian ini bertujuan untuk mendeskripsikan (1) penerapan metode STAD berbantuan media visual dapat meningkatkan keterampilan menulis narasi siswa kelas IV SDN Nganti 1 Kecamatan Ngraho Kabupaten Bojonegoro dan (2) hasil belajar siswa kelas IV SDN Nganti 1 Kecamatan Ngraho Kabupaten Bojonegoro dalam pembelajaran menulis karangan narasi menggunakan metode STAD berbantuan media visual. Penelitian ini merupakan penelitian tindakan kelas dengan dua siklus penelitian. Hasil penelitian ini, yaitu: (1) proses peningkatan keterampilan menulis karangan narasi siswa kelas IV di SDN Nganti 1 Kecamatan Ngraho Kabupaten Bojonegoro melalui metode STAD berbantuan media visual pada pembelajaran menulis karangan narasi yaitu dengan cara melalui langkah- langkah STAD seperti presentasi kelas yaitu penyampaian materi oleh guru, pembentukan kelompok sebanyak 3 kelompok heterogen yang terdiri dari siswa laki-laki dan perempuan dari tingkat kemampuan pintar, kurang pintar, dan kemampuan rata-rata; pemberian kuis secara individu berupa tes menulis karangan narasi, perhitungan skor yang dilakukan dengan cara menilai hasil karangan narasi oleh guru, dan pemberian penghargaan berupa pujian dan penguatan, dan (2) hasil belajar siswa menunjukkan bahwa keterampilan menulis karangan narasi siswa kelas IV SDN Nganti 1 Kecamatan Ngraho Kabupaten Bojonegoro melalui metode STAD berbantuan media visual mengalami peningkatan. Hal ini ditunjukkan dengan nilai rata-rata menulis karangan narasi siswa yang meningkat dari pra siklus, siklus I, dan siklus II. Nilai rata-rata menulis karangan narasi pada pra siklus sebesar 64,36; siklus I sebesar 69,91; peningkatan sebesar 5,55. Pada siklus II sebesar 74,36; peningkatan dari siklus I sebesar 4,45. Berdasarkan hasil penelitian tindakan kelas, penerapan metode Student Teams Achievement Division (STAD) berbantuan media visual terbukti dapat meningkatkan keterampilan menulis karangan narasi siswa kelas IV SDN Nganti 1 Kecamatan Ngraho Kabupaten Bojonegoro. Oleh karena itu, guru disarankan untuk menerapkan metode STAD berbantuan media visual sebagai alternatif pembelajaran menulis dengan pengelolaan kelompok heterogen yang efektif agar keaktifan dan kerja sama siswa dapat meningkat. Siswa diharapkan dapat berpartisipasi aktif dalam pembelajaran serta lebih sering berlatih menulis karangan narasi, sedangkan sekolah diharapkan memberikan dukungan melalui penyediaan sarana dan prasarana, khususnya media visual yang menunjang pembelajaran.

ABSTRACT

Mukotimah. 2025. *Improving Narrative Writing Skills Using the STAD Method Assisted by Visual Media in Grade IV Students of SDN Nganti 1, Ngraho District, Bojonegoro Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Keywords: *writing, narrative, STAD, and visual media*

This study aims to describe (1) the application of the STAD method assisted by visual media to improve the narrative writing skills of fourth-grade students at SDN Nganti 1, Ngraho District, Bojonegoro Regency and (2) the learning outcomes of fourth-grade students at SDN Nganti 1, Ngraho District, Bojonegoro Regency in learning to write narrative essays using the STAD method assisted by visual media. This study is a classroom action research with two research cycles. The results of this study are: (1) the process of improving the narrative writing skills of fourth-grade students at SDN Nganti 1, Ngraho District, Bojonegoro Regency through the STAD method assisted by visual media in learning to write narrative essays, namely by going through STAD steps such as class presentations, namely the delivery of material by the teacher, the formation of 3 heterogeneous groups consisting of male and female students from the smart, less smart, and average ability levels; giving individual quizzes in the form of narrative essay writing tests, calculating scores by assessing the results of narrative essays by the teacher, and giving awards in the form of praise and reinforcement, and (2) Student learning outcomes show that the narrative writing skills of fourth-grade students at SDN Nganti 1, Ngraho District, Bojonegoro Regency, through the STAD method assisted by visual media have increased. This is indicated by the average score of students' narrative writing which increased from the pre-cycle, cycle I, and cycle II. The average score of narrative writing in the pre-cycle was 64.36; in cycle I it was 69,91; an increase of 5,55. In cycle II it was 74.36; an increase from cycle I of 4,45. Based on the results of the classroom action research, the implementation of the Student Teams Achievement Division (STAD) method assisted by visual media was proven to improve the narrative writing skills of fourth-grade students at SDN Nganti 1, Ngraho District, Bojonegoro Regency. Therefore, teachers are encouraged to apply the STAD method assisted by visual media as an alternative approach in teaching writing, with effective management of heterogeneous groups to enhance students' activeness and cooperation. Students are expected to participate actively in the learning process and practice narrative writing more frequently, while schools are expected to provide support through the provision of adequate facilities and infrastructure, particularly visual media that support learning.