

## ABSTRAK

Warsito. 2025. *Pemanfaatan Lingkungan Sekitar Sebagai Media Kontekstual Untuk Meningkatkan Kemampuan Menulis Teks Deskriptif Pada Siswa Kelas 6 SD Negeri Gayam II 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. Sigit Ricahyono, S.S., M.Pd.

**Kata kunci:** lingkungan sekitar, media kontekstual, menulis teks deskriptif, sekolah dasar.

Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan lingkungan sekitar sebagai media pembelajaran kontekstual untuk meningkatkan kemampuan menulis teks deskriptif siswa kelas VI SD Negeri Gayam II Kabupaten Bojonegoro pada ranah kognitif dan afektif secara terukur. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 24 siswa.

Teknik pengumpulan data meliputi observasi, tes keterampilan menulis teks deskriptif, dan dokumentasi. Instrumen penelitian berupa lembar observasi aktivitas guru dan siswa serta rubrik penilaian menulis yang mencakup aspek isi, organisasi isi, kosakata, kebahasaan, dan mekanik penulisan. Data dianalisis secara deskriptif kualitatif dan kuantitatif.

Hasil penelitian menunjukkan bahwa pemanfaatan lingkungan sekitar sebagai media kontekstual terbukti efektif meningkatkan kemampuan menulis teks deskriptif siswa. Nilai rata-rata kelas meningkat dari 51,88 pada prasiklus, menjadi 70,62 pada siklus I, dan 82,50 pada siklus II. Persentase ketuntasan belajar juga meningkat dari 33,33% pada prasiklus, menjadi 66,67% pada siklus I, dan mencapai 100% pada siklus II. Selain peningkatan hasil belajar, aktivitas siswa dalam pembelajaran juga meningkat, ditunjukkan oleh keaktifan mengamati lingkungan (88%), partisipasi diskusi (90%), keterlibatan mencatat hasil pengamatan (92%), dan kesungguhan menulis teks deskriptif (85%) pada siklus II.

## ABSTRACT

Warsito. 2025. *The Utilization of the Surrounding Environment as Contextual Learning Media to Improve Descriptive Text Writing Skills of Sixth Grade Students at SD Negeri Gayam II, Bojonegoro Regency*. Thesis. Master's Program in Indonesian Language and Literature Education, Graduate School, PGRI University of Madiun. Advisors: (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Sigit Ricahyono, S.S., M.Pd.

**Keywords:** surrounding environment, contextual learning media, descriptive text writing, elementary school.

This study aims to describe the utilization of the surrounding environment as contextual learning media to improve the descriptive text writing skills of sixth grade students at SD Negeri Gayam II, Bojonegoro Regency, in a measurable manner in the cognitive and affective domains. The cognitive domain was examined through students' understanding of the structure and linguistic features of descriptive texts, while the affective domain was reviewed through students' attitudes, interests, and activeness during the learning process.

This research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, action implementation, observation, and reflection stages. The research subjects were 24 sixth grade students of SD Negeri Gayam II, Bojonegoro Regency. Data collection techniques included observation, descriptive text writing skill tests, and documentation. The research instruments consisted of observation sheets for teacher and student activities and a writing assessment rubric covering content, organization, vocabulary, language use, and writing mechanics. The data were analyzed using descriptive qualitative and quantitative techniques.

The results of the study indicate that the utilization of the surrounding environment as contextual learning media was effective in improving students' descriptive text writing skills. The class average score increased from 51.88 in the pre-cycle to 70.62 in Cycle I and further increased to 82.50 in cycle II. The percentage of learning mastery also improved from 33.33% in the pre-cycle to 66.67% in cycle I and reached 100% in cycle II. In addition to learning achievement improvement, students' learning activities in the affective domain also increased, as shown by students' activeness in observing the environment (88%), participation in discussions (90%), involvement in recording observation results (92%), and seriousness in writing descriptive texts (85%) in cycle II.