

ABSTRAK

Devy Ade Waluyekti. 2025. *Peningkatan Keterampilan menulis deskripsi Menggunakan Model Cooperative Integrated Reading And Composition (CIRC) Berbantuan Media Visual Siswa Kelas V SDN 3 Rejoso Kecamatan Rejoso Kabupaten Nganjuk.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M.; (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Kata kunci: menulis, model, CIRC, dan media visual

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan (1) penggunaan model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) menggunakan media visual dapat meningkatkan keterampilan menulis deskripsi kembali isi cerita pada siswa kelas V SDN 3 Rejoso Kecamatan Rejoso Kabupaten Nganjuk, dan (2) aktivitas siswa kelas V SDN 3 Rejoso Kecamatan Rejoso Kabupaten Nganjuk dalam pembelajaran menulis kembali isi cerita melalui model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) menggunakan media visual. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan dua siklus. Hasil penelitian ini, yaitu: (1) model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) menggunakan media visual pada pembelajaran bahasa Indonesia aspek keterampilan menulis deskripsi di kelas V SDN 3 Rejoso Kecamatan Rejoso Kabupaten Nganjuk dapat meningkatkan aktivitas siswa. Hal ini ditunjukkan dengan hasil pengamatan aktivitas siswa pada pelaksanaan tindakan siklus I memperoleh skor 21 dengan rata-rata skor 2,33. Pada siklus II aktivitas siswa meningkat dengan perolehan skor 25,64 dengan rata-rata skor 2,85. (2) Aktivitas siswa kelas V SDN 3 Rejoso Kecamatan Rejoso Kabupaten Nganjuk dalam pembelajaran menulis deskripsi melalui model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) menggunakan media visual menunjukkan bahwa hasil evaluasi di akhir pembelajaran pada setiap siklusnya diperoleh data pada siklus I dengan nilai terendah 55, nilai tertinggi 85, rata-rata kelas 67,2 dan ketuntasan klasikal 44%. Pada pelaksanaan tindakan siklus II hasil keterampilan menulis deskripsi siswa yang diperoleh dengan nilai terendah 65, nilai tertinggi 90, rata-rata 78,2 dan persentase ketuntasan klasikal 92%.

ABSTRACT

Devy Ade Waluyekti. 2025. *Improving descriptive writing skills using the Cooperative Integrated Reading and Composition (CIRC) model assisted by visual media for fifth grade students of SDN 3 Rejoso, Rejoso District, Nganjuk Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor I) Dr. Dwi Setiyadi, M.M.; (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Keywords: *writing, modeling, CIRC, and visual media*

This study aims to describe and explain (1) the use of the Cooperative Integrated Reading and Composition (CIRC) learning model using visual media can improve the skills of writing descriptive stories in fifth grade students of SDN 3 Rejoso, Nganjuk District, Nganjuk Regency, and (2) the activities of fifth grade students of SDN 3 Rejoso, Rejoso District, Nganjuk Regency in learning to rewrite stories through the Cooperative Integrated Reading and Composition (CIRC) learning model using visual media. This study is a classroom action research using two cycles. The results of this research are (1) The Cooperative Integrated Reading and Composition (CIRC) learning model using visual media in Indonesian language learning aspects of descriptive writing skills in class V SDN 3 Rejoso, Rejoso District, Nganjuk Regency can increase student activity. This is shown by the results of observations of student activity in the implementation of the cycle I action obtained a score of 21 with an average score of 2.33. In cycle II student activity increased with a score of 25.64 with an average score of 2.85. (2) The activities of class V students of SDN 3 Rejoso, Rejoso District, Nganjuk Regency in learning to write descriptions through the Cooperative Integrated Reading and Composition (CIRC) learning model using visual media show that the evaluation results at the end of learning in each cycle obtained data in cycle I with the lowest score of 55, the highest score of 85, a class average of 67.2 and classical completeness of 44%. In the implementation of cycle II actions, the results of students' descriptive writing skills obtained were with the lowest score of 65, the highest score of 90, an average of 78.2 and a classical completion percentage of 92%.