

ABSTRAK

Dessy Suci Rusparmawati. 2025. *Peningkatan Kemampuan Menulis Permulaan Menggunakan Pendekatan Keterampilan Proses Berbantuan Media Gambar Pada Siswa Kelas SDN 3 Senggowar Kecamatan Gondang Kabupaten Nganjuk.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. V. Teguh Suharto, M.Pd.; (II) Dr. Sigit Ricahyono, S.S, M.Pd.

Kata kunci: *menulis permulaan, pendekatan keterampilan proses, dan media gambar*

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan (1) penggunaan pendekatan proses berbantuan media gambar metode kata lembaga dapat meningkatkan kemampuan menulis permulaan siswa kelas 1 SDN 3 Senggowar Kecamatan Gondang Kabupaten Nganjuk. Penelitian ini merupakan penelitian tindakan kelas dengan dua siklus penelitian. Hasil penelitian ini adalah (1) penggunaan pendekatan proses berbantuan media gambar metode kata lembaga dapat meningkatkan kemampuan menulis permulaan siswa kelas 1 SDN 3 Senggowar Kecamatan Gondang Kabupaten Nganjuk sebelum adanya tindakan masih rendah. Hal tersebut disebabkan disebabkan karena tahap berpikir siswa masih dalam tahap operasional konkret, namun materi yang disampaikan guru masih terkesan abstrak, sehingga sulit dipahami siswa. Pada siklus I, siswa yang mencapai KKM belum ada 75%. Hal tersebut disebabkan karena siswa kurang cermat dalam menganalisis gambar. Gambar yang disajikan peneliti juga dirasa siswa kurang jelas. Kerja kelompok siswa pun masih kurang. Pada siklus II peneliti melakukan perbaikan sesuai masalah yang ditemukan pada siklus I. Hal itu dibuktikan dari hasil tes menulis permulaan siswa pada pra tindakan nilai siswa yang mencapai KKM hanya 25%. Sedangkan rata-rata nilainya yakni 58,75. Pasca tindakan siklus I, nilai siswa yang mampu mencapai KKM meningkat menjadi 62,5%. Rata-rata nilai siswa juga meningkat menjadi 66,41. Sedangkan setelah tindakan siklus II siswa yang mencapai KKM sebanyak 96,87%. Rata-ratanya nilai menulis permulaan pada siklus II meningkat lagi menjadi 74,05.

ABSTRACT

Dessy Suci Rusparmawati. 2025. *Improving Initial Writing Skills Using a Process Skills Approach Assisted by Image Media in Class Students at SDN 3 Senggowar, Gondang District, Nganjuk Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor (I) Dr. V. Teguh Suharto, M.Pd.; (II) Dr. Sigit Ricahyono, S.S, M.Pd.

Keywords: *writing starters, process skills approaches, and image media*

This research aims to describe and explain (1) the use of a process approach assisted by image media, the institutional word method, which can improve the initial writing skills of grade 1 students at SDN 3 Senggowar, Gondang District, Nganjuk Regency. in learning to start writing using a process skills approach assisted by image media. This research is classroom action research with two research cycles. The results of this research are (1) the use of a process approach assisted by image media, the institutional word method, can improve the initial writing ability of grade 1 students at SDN 3 Senggowar, Gondang District, Nganjuk Regency before the action was still low. This is because the students' thinking stage is still in the concrete operational stage, but the material presented by the teacher still seems abstract, making it difficult for students to understand. In cycle I, there were not yet 75% of students who reached the KKM. This is because students are not careful in analyzing images. The students also felt that the images presented by the researchers were not clear enough. Student group work is still lacking. In cycle II the researcher made improvements according to the problems found in cycle I . The material is describing animals or plants simply using written language. This is proven by the results of students' initial writing tests in pre-action, the score of students who reached the KKM was only 25%. Meanwhile, the average value is 58.75. After the first cycle of action, the score of students who were able to achieve the KKM increased to 62.5%. The average student score also increased to 66.41. Meanwhile, after the second cycle of actions, 96.87% of students achieved the KKM. The average initial writing score in cycle II increased again to 74.05.