

ABSTRAK

Lathifatul Masruroh. 2025. *Peningkatan Keterampilan Menulis Teks Deskripsi Melalui Pendekatan Culturally Responsive Teaching(CRT) Berbantuan Media Gambar pada Siswa Kelas VI SDN 2 Pomahan Tahun Ajaran 2025 / 2026.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setyadi, M.M.; (II) Drs. Pujiyanto, M.M., M.Pd.

Kata kunci: *keterampilan menulis, teks deskripsi, Culturally Responsive Teaching, media gambar, penelitian tindakan kelas.*

Penelitian tindakan kelas (PTK) ini bertujuan untuk meningkatkan keterampilan menulis teks deskripsi melalui penerapan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan media gambar pada siswa kelas VI SDN 2 Pomahan tahun ajaran 2025/2026. Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis teks deskripsi siswa, khususnya dalam mengembangkan ide, penggunaan kosakata, dan penyusunan struktur teks secara runtut. Pendekatan *Culturally Responsive Teaching* dipilih karena mengintegrasikan budaya lokal siswa dalam proses pembelajaran sehingga pembelajaran menjadi lebih bermakna dan kontekstual. Penelitian ini dilaksanakan dalam dua siklus dengan menggunakan model PTK Kemmis dan McTaggart yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas VI SDN 2 Pomahan yang berjumlah 23 siswa. Teknik pengumpulan data meliputi tes keterampilan menulis teks deskripsi, observasi aktivitas guru dan siswa, serta dokumentasi. Data kuantitatif dianalisis dengan menghitung nilai rata-rata dan persentase ketuntasan belajar siswa, sedangkan data kualitatif dianalisis secara deskriptif berdasarkan hasil observasi pembelajaran. Hasil penelitian menunjukkan bahwa penerapan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan media gambar dapat meningkatkan keterampilan menulis teks deskripsi siswa. Peningkatan terlihat dari nilai rata-rata dan persentase ketuntasan belajar siswa yang mengalami kenaikan dari pra-siklus ke siklus I dan meningkat kembali pada siklus II. Pada siklus I nilai rata-rata hasil belajar siswa sebesar 75,69 dengan ketuntasan 65%. Pada siklus II nilai rata-rata yang diperoleh siswa sebesar 81,69 dengan ketuntasan 82%. Selain itu, aktivitas dan keaktifan siswa dalam pembelajaran juga meningkat, terutama dalam mengamati media gambar berbasis budaya lokal, berdiskusi, serta menuangkan pengalaman budaya ke dalam bentuk teks deskripsi. Dengan demikian, dapat disimpulkan bahwa pendekatan *Culturally Responsive Teaching* berbantuan media gambar efektif dalam meningkatkan keterampilan menulis teks deskripsi siswa kelas VI SDN 2 Pomahan.

ABSTRACT

Lathifatul Masruroh. 2025. *Improving Descriptive Text Writing Skills through the Culturally Responsive Teaching (CRT) Approach Assisted by Visual Media for Sixth-Grade Students of SDN 2 Pomahan in the 2025/2026 Academic Year.* Thesis. Master's Program of Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Dr. Dwi Setyadi, M.M.; (II) Drs. Pujianto, M.M., M.Pd.

Keywords: writing skills, descriptive text, Culturally Responsive Teaching, visual media, classroom action research.

This classroom action research (CAR) aimed to improve descriptive text writing skills through the implementation of the *Culturally Responsive Teaching (CRT)* approach assisted by visual media for sixth-grade students of SDN 2 Pomahan in the 2025/2026 academic year. This research was motivated by the low level of students' descriptive writing skills, particularly in developing ideas, using appropriate vocabulary, and organizing text structure coherently. The *Culturally Responsive Teaching* approach was selected because it integrates students' local culture into the learning process, making learning more meaningful and contextual. The research was conducted in two cycles using the Kemmis and McTaggart classroom action research model, which includes planning, action, observation, and reflection. The research subjects were 23 sixth-grade students of SDN 2 Pomahan. Data collection techniques included descriptive writing tests, observations of teacher and student activities, and documentation. Quantitative data were analyzed by calculating mean scores and the percentage of students' learning mastery, while qualitative data were analyzed descriptively based on classroom observation results. The results showed that the implementation of the *Culturally Responsive Teaching (CRT)* approach assisted by visual media improved students' descriptive text writing skills. This improvement was indicated by an increase in the mean scores and the percentage of learning mastery from the pre-cycle to Cycle I and further improvement in Cycle II. In Cycle I, the students' mean score was 75.69 with a mastery level of 65%. In Cycle II, the mean score increased to 81.69 with a mastery level of 82%. In addition, students' learning activities and participation also improved, particularly in observing visual media based on local culture, engaging in discussions, and expressing cultural experiences in the form of descriptive texts. Therefore, it can be concluded that the *Culturally Responsive Teaching* approach assisted by visual media is effective in improving the descriptive text writing skills of sixth-grade students at SDN 2 Pomahan.