

## ABSTRAK

**Luluk Dwi Cahyono.** 2025. *Peningkatan Kemampuan Menulis Permulaan Menggunakan Pendekatan Keterampilan Proses Berbantuan Media Visual Pada Siswa Kelas 1 SDN Wonocolo II Kecamatan Kedewan Kabupaten Bojonegoro.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. V. Teguh Suharto, M.Pd.; (II) Dr. Muhammad Binur Huda, M.Pd.

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

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan (1) penggunaan pendekatan proses berbantuan media visual dapat meningkatkan kemampuan menulis permulaan siswa kelas 1 SDN Wonocolo II Kecamatan Kedewan Kabupaten Bojonegoro dan (2) hasil belajar siswa kelas 1 SDN Wonocolo II Kecamatan Kedewan Kabupaten Bojonegoro dalam pembelajaran menulis permulaan menggunakan pendekatan keterampilan proses berbantuan media visual. Penelitian ini merupakan penelitian tindakan kelas dengan dua siklus penelitian. Hasil penelitian ini, yaitu (1) penggunaan pendekatan proses berbantuan media visual dapat meningkatkan kemampuan menulis permulaan siswa kelas 1 SDN Wonocolo II Kecamatan Kedewan Kabupaten Bojonegoro 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 media visual. Media visual 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 dan (2) hasil belajar siswa kelas 1 SDN Wonocolo II Kecamatan Kedewan Kabupaten Bojonegoro dalam pembelajaran menulis permulaan menggunakan pendekatan keterampilan proses berbantuan media visual dapat meningkatkan kemampuan menulis permulaan siswa kelas 1 SD materi mendeskripsikan hewan atau tumbuhan secara sederhana dengan bahasa tulis. 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

**Luluk Dwi Cahyono.** 2025. *Improving Beginning Writing Skills Using Visual Media Assisted Process Skills Approach in Grade 1 Students of SDN Wonocolo II, Kedewan District, Bojonegoro 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. Muhammad Binur Huda, M.Pd.

**Keywords:** *writing, beginning, process skills approach, and visual media*

This study aims to describe and explain (1) the use of a visual media-assisted process approach can improve the beginning writing skills of grade 1 students of SDN Wonocolo II, Kedewan District, Bojonegoro Regency and (2) the learning outcomes of grade 1 students of SDN Wonocolo II, Kedewan District, Bojonegoro Regency in learning beginning writing using a visual media-assisted process skill approach. This study is a classroom action research with two research cycles. The results of this study, namely (1) the use of a visual media-assisted process approach can improve the beginning writing skills of grade 1 students of SDN Wonocolo II, Kedewan District, Bojonegoro 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 achieved KKM. This is because students are not careful enough in analyzing visual media. The visual media presented by the researcher is also considered unclear by students. Student group work is also still lacking. In cycle II, the researcher made improvements according to the problems found in cycle I. and (2) the learning outcomes of grade 1 students of SDN Wonocolo II, Kedewan District, Bojonegoro Regency in learning to write beginning using the visual media-assisted process skills approach can improve the ability of grade 1 elementary school students to write beginning materials on describing animals or plants simply with written language. This is evidenced by the results of the students' initial writing test in the pre-action, the students' scores that reached the KKM were only 25%. While the average score was 58.75. After the cycle I action, the scores of students who were able to reach the KKM increased to 62.5%. The average student score also increased to 66.41. While after the cycle II action, 96.87% of students achieved the KKM. The average score for writing beginning in cycle II increased again to 74.05.