

ABSTRAK

Reni Nurhayati. 2025. *Peningkatan Kemampuan Menyusun Dan Menyampaikan Cerita Melalui Pendekatan Kontekstual (CTL) Dengan Media Gambar Berseri Pada Siswa Kelas I SDN Drokilo I Kedungadem Bojonegoro.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Marheny Lukitasari, M.Pd.; (II) Dr. Muhammad Binur Huda, M.Pd.

Kata kunci: pendekatan kontekstual, gambar berseri, menyusun cerita, menyampaikan cerita.

Penelitian ini bertujuan untuk meningkatkan kemampuan menyusun dan menyampaikan cerita melalui penerapan pendekatan kontekstual (*Contextual Teaching and Learning/CTL*) dengan media gambar berseri pada siswa kelas I SDN Drokilo I Kedungadem Bojonegoro. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa dalam menyusun alur cerita secara runtut dan menyampaikan cerita secara lisan, yang disebabkan oleh pembelajaran yang masih bersifat konvensional dan kurang melibatkan pengalaman nyata siswa.

Penelitian ini menggunakan pendekatan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 21 siswa kelas I SDN Drokilo I Kedungadem Bojonegoro. Teknik pengumpulan data dilakukan melalui observasi, tes unjuk kerja, dan dokumentasi. Instrumen penelitian meliputi lembar observasi aktivitas guru dan siswa serta rubrik penilaian kemampuan menyusun dan menyampaikan cerita. Teknik analisis data dilakukan secara kualitatif dan kuantitatif.

Hasil penelitian menunjukkan bahwa penerapan pendekatan CTL dengan media gambar berseri dapat meningkatkan kualitas proses pembelajaran dan kemampuan menyusun serta menyampaikan cerita siswa. Pada kondisi awal (pra-siklus), kemampuan menyampaikan cerita siswa masih rendah dan belum mencapai ketuntasan belajar secara klasikal. Setelah penerapan tindakan pada siklus I, terjadi peningkatan kemampuan siswa, meskipun belum seluruhnya mencapai Kriteria Ketuntasan Minimal (KKM). Pada siklus II, kemampuan menyusun dan menyampaikan cerita siswa meningkat secara signifikan, ditunjukkan dengan meningkatnya nilai rata-rata kelas dan tercapainya ketuntasan belajar secara klasikal. Siswa menjadi lebih mampu menyusun cerita secara runtut, lebih lancar, dan lebih percaya diri dalam menyampaikan cerita secara lisan.

ABSTRACT

Reni Nurhayati. 2025. *Improving the Ability to Compose and Convey Stories Through the Contextual Method (CTL) with Serial Picture Media in Grade 1 Students of Drokilo I Elementary School, KedungademBojonegoro* . Thesis. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Marheny Lukitasari, M.Pd.; (II) Dr. Muhammad Binur Huda, M.Pd.

Keywords: contextual teaching and learning, series of pictures, story composing, storytelling

This study aimed to improve students' ability to compose and orally present stories through the implementation of the Contextual Teaching and Learning (CTL) using series of pictures in first-grade students of SDN Drokilo I, Kedungadem Bojonegoro. The study was motivated by the low ability of students to organize story sequences and to present stories orally, which was caused by conventional teaching methods that did not sufficiently relate learning materials to students' real-life experiences.

This research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The research subjects were 21 first-grade students of SDN Drokilo I Kedungadem Bojonegoro. Data were collected through observation, performance tests, and documentation. The research instruments included observation sheets for teacher and student activities and assessment rubrics for story composing and oral storytelling skills. Data were analyzed using qualitative and quantitative techniques. The results indicated that the application of the CTL method assisted by series of pictures improved both the learning process and students' abilities in composing and presenting stories. In the pre-cycle stage, students' storytelling ability was still low and had not reached classical learning mastery. After the implementation of the action in Cycle I, students' abilities showed improvement, although classical mastery had not yet been fully achieved. In Cycle II, a significant improvement was observed, as reflected in the increase of the class average score and the achievement of classical mastery. Students were able to organize stories more coherently, speak more fluently, and demonstrate greater confidence in presenting stories orally