

ABSTRAK

Freza Yolanda Octavia. 2026. *Pembelajaran Menulis Cerita Narasi di SDN 05 Madiun Lor*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, UNIVERSITAS PGRI MADIUN. Pembimbing (I) Dr. Endang Sri Maruti, M.Pd. (II) Dr Sri Lestari, S.Pd., M.Pd.

Kemampuan menulis cerita narasi merupakan salah satu keterampilan berbahasa yang perlu dikembangkan pada peserta didik sekolah dasar. Namun, masih terdapat sebagian siswa yang mengalami kesulitan dalam mengembangkan ide, menyusun alur cerita, dan menuangkan gagasan ke dalam bentuk tulisan. Kondisi yang berbeda ditemukan di SDN 05 Madiun Lor Kota Madiun, di mana peserta didik menunjukkan kemampuan menulis cerita narasi yang baik serta memperoleh prestasi dalam lomba menulis cerita narasi. Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, dan penilaian pembelajaran menulis cerita narasi di kelas V SDN 05 Madiun Lor Kota Madiun.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan secara deskriptif kualitatif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan.

Berdasarkan hasil penelitian, pembelajaran menulis cerita narasi di kelas V SDN 05 Madiun Lor telah terlaksana dengan baik melalui tiga tahapan, yaitu perencanaan, pelaksanaan, dan penilaian. Pada tahap perencanaan, guru menyusun modul ajar yang memuat tujuan pembelajaran, materi, strategi, media, serta asesmen yang disesuaikan dengan kebutuhan peserta didik. Pada tahap pelaksanaan, pembelajaran dilaksanakan melalui kegiatan pendahuluan, inti, dan penutup dengan menerapkan metode ceramah, tanya jawab, serta bimbingan langsung dalam proses menulis. Pada tahap penilaian, guru menggunakan kisi kisi penilaian dan rubrik penilaian untuk menilai hasil tulisan siswa. sebagian besar siswa mampu menulis cerita narasi sesuai tema, mengembangkan ide cerita, serta menggunakan bahasa yang jelas dan runtut. Dengan demikian, pembelajaran menulis cerita narasi di kelas V SDN 05 Madiun Lor telah terlaksana dengan baik melalui perencanaan, pelaksanaan, penilaian yang mendukung pencapaian kemampuan menulis siswa.

Kata kunci: *Pembelajaran Menulis, Cerita Narasi, Sekolah Dasar.*

ABSTRACT

Freza Yolanda Octavia. 2026. *Learning of Narrative Writing at SDN 05 Madiun Lor*. Undergraduate Thesis. Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, UNIVERSITAS PGRI MADIUN. Advisors: (I) Dr. Endang Sri Maruti, M.Pd. (II) Dr. Sri Lestari, S.Pd., M.Pd.

Narrative writing is one of the language skills that needs to be developed among elementary school students. However, some students still experience difficulties in generating ideas, organizing story plots, and expressing their thoughts in written form. A different condition was found at SDN 05 Madiun Lor, Madiun City, where students demonstrated good narrative writing skills and achieved success in narrative writing competitions. This study aimed to describe the planning, implementation, and assessment of narrative writing instruction for fifth-grade students at SDN 05 Madiun Lor, Madiun City.

This study employed a qualitative approach using a case study design. The data were collected through observations, interviews, and documentation. The data were analyzed descriptively using the stages of data reduction, data display, and conclusion drawing. The findings showed that narrative writing instruction in the fifth grade at SDN 05 Madiun Lor was implemented effectively through three stages: planning, implementation, and assessment.

During the planning stage, the teacher prepared a teaching module containing learning objectives, instructional materials, teaching strategies, learning media, and assessment aligned with students' needs. During the implementation stage, the learning process consisted of preliminary, core, and closing activities by applying lecture, question-and-answer, and direct guidance methods throughout the writing process. During the assessment stage, the teacher used assessment blueprints and scoring rubrics to evaluate students' written work. Most students were able to write narrative stories that were relevant to the assigned theme, develop story ideas effectively, and use clear and coherent language. Therefore, the implementation of narrative writing instruction in the fifth grade at SDN 05 Madiun Lor successfully supported the development of students' writing skills through well-planned instruction, effective implementation, and appropriate assessment.

Keywords: *Writing Instruction, Narrative Writing, Elementary School*