

ABSTRACT

Dhina Wuryaningtyas. 2026. *Improving Descriptive Writing Ability through Deep learning Approach Based on Surrounding Environment in Grade IV of SD Negeri 1 Surenlor, Kabupaten Trenggalek*. Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Dr. Dwi Setyadi, M.M, Supervisor II: Dr. Kodrat Eko Putro Setiawan, M.Pd.

Keywords: *descriptive writing ability, deep learning, surrounding environment, classroom action research, elementary school*

This research is motivated by the low descriptive writing ability of fourth-grade students at SD Negeri 1 Surenlor, Kabupaten Trenggalek, as shown by difficulties in describing objects in detail, arranging descriptive sentences, and choosing appropriate diction. The objective is to improve descriptive writing ability through a deep learning approach based on the surrounding environment. This Classroom Action Research was conducted in two cycles comprising planning, implementation, observation, and reflection. The subjects were fourth-grade students. Data were collected through descriptive writing tests, observation sheets on student activities, and field notes, then analyzed using descriptive quantitative and qualitative methods. The findings indicate that students' descriptive writing ability improved significantly after the intervention. The deep learning approach based on the surrounding environment encouraged students to observe, reflect, and connect concrete experiences with their writing, resulting in more vivid, structured, and sensory-rich descriptions. Collaborative activities and deep reflection during the learning process also increased student participation and independence. The achievement of performance indicators by the end of the cycles exceeded the established minimum mastery criteria. In conclusion, the deep learning approach based on the surrounding environment is effective in improving descriptive writing ability and is worthy as an innovative alternative in Indonesian language learning at the elementary school level.

ABSTRAK

Dhina Wuryaningtyas. 2026. *Peningkatan Kemampuan Menulis Deskripsi melalui Pendekatan Deep learning Berbasis Lingkungan Sekitar di Kelas IV SD Negeri 1 Surenlor Kabupaten Trenggalek*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Dwi Setiyadi, M.M, Pembimbing II: Dr. Kodrat Eko Putro Setiawan, M.Pd

Kata kunci: keterampilan menulis deskripsi, *deep learning*, lingkungan sekitar, penelitian tindakan kelas, sekolah dasar

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan menulis deskripsi siswa kelas IV SD Negeri 1 Surenlor, Kabupaten Trenggalek, yang terlihat dari kesulitan menggambarkan objek secara terperinci, merangkai kalimat deskriptif, dan memilih diksi yang tepat. Tujuan penelitian adalah meningkatkan kemampuan menulis deskripsi melalui pendekatan *deep learning* berbasis lingkungan sekitar. Penelitian Tindakan Kelas ini dilaksanakan dalam dua siklus dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas IV. Pengumpulan data menggunakan tes menulis deskripsi, lembar observasi aktivitas siswa, dan catatan lapangan, yang dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa kemampuan menulis deskripsi siswa meningkat secara signifikan setelah diberikan tindakan. Pendekatan *deep learning* berbasis lingkungan sekitar mendorong siswa untuk mengamati, merenungkan, dan menghubungkan pengalaman konkret dengan tulisan mereka, sehingga menghasilkan deskripsi yang lebih hidup, terstruktur, dan kaya akan panca indra. Aktivitas kolaboratif dan refleksi mendalam selama proses pembelajaran juga meningkatkan partisipasi dan kemandirian siswa. Pencapaian indikator kinerja pada akhir siklus telah melampaui kriteria ketuntasan minimal yang ditetapkan. Kesimpulannya, pendekatan *deep learning* berbasis lingkungan sekitar efektif dalam meningkatkan kemampuan menulis deskripsi dan layak dijadikan alternatif inovatif dalam pembelajaran bahasa Indonesia di sekolah dasar.