

ABSTRAK

Guntur. 2026. Peningkatan Keterampilan Menulis melalui Model Pembelajaran Cooperative Integrated Reading and Composition (CIRC) Berbantuan Media Gambar Berseri pada Siswa Kelas V SD Negeri Karangmojo 1 Plandaan Jombang. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Muhammad Hanif, MM, M.Pd. (II) Dr. Lulus Irawati, SS, M.Pd.

Kata Kunci: keterampilan menulis narasi, Cooperative Integrated Reading and Composition (CIRC), media gambar berseri, Penelitian Tindakan Kelas.

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis narasi siswa kelas V SD Negeri Karangmojo 1 Plandaan Jombang melalui model pembelajaran Cooperative Integrated Reading and Composition (CIRC) berbantuan media gambar berseri. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan menulis siswa. Siswa masih kesulitan menemukan ide, menyusun cerita dengan runtut, memilih kosakata yang tepat, serta menggunakan ejaan dan tanda baca yang benar. Akibatnya, hasil belajar siswa masih rendah dan banyak yang belum mencapai KKTP. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 17 siswa kelas V SD Negeri Karangmojo 1 Plandaan Jombang. Data dikumpulkan melalui observasi, tes, wawancara, dan dokumentasi. Data dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran Cooperative Integrated Reading and Composition (CIRC) berbantuan media gambar berseri dapat meningkatkan keterampilan menulis narasi siswa. Nilai rata-rata kelas meningkat dari 69 pada pra tindakan menjadi 76 pada Siklus I dan 84 pada Siklus II. Ketuntasan belajar juga meningkat dari 40% pada pra tindakan menjadi 73% pada Siklus I dan 87% pada Siklus II. Selain itu, siswa menjadi lebih aktif dalam membaca, berdiskusi, dan menulis. Media gambar berseri membantu siswa menemukan ide dan menyusun cerita dengan lebih mudah. Berdasarkan hasil penelitian dapat disimpulkan bahwa model pembelajaran Cooperative Integrated Reading and Composition (CIRC) berbantuan media gambar berseri dapat meningkatkan keterampilan menulis narasi siswa kelas V SD Negeri Karangmojo 1 Plandaan Jombang serta membuat proses pembelajaran menjadi lebih aktif dan menyenangkan.

ABSTRACT

Guntur. 2026. Improving Writing Skills through the Cooperative Integrated Reading and Composition (CIRC) Learning Model Assisted by Serial Picture Media for Fifth-Grade Students of SD Negeri Karangmojo 1 Plandaan, Jombang. Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Muhammad Hanif, MM, M.Pd. (II) Dr. Lulus Irawati, SS, M.Pd.

Keywords: Narrative writing skills, Cooperative Integrated Reading and Composition (CIRC), series picture media, Classroom Action Research.

This study aimed to improve the narrative writing skills of fifth grade students at SD Negeri Karangmojo 1 Plandaan, Jombang through the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by series picture media. The study was motivated by the students' low writing ability. The students experienced difficulties in generating ideas, organizing stories in a logical sequence, selecting appropriate vocabulary, and applying correct spelling and punctuation. As a result, their learning outcomes were still low, and many students had not achieved the Minimum Learning Competency Criteria (MLCC). This study employed the Classroom Action Research (CAR) method, which was conducted in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The participants were 17 fifth grade students of SD Negeri Karangmojo 1 Plandaan, Jombang. Data were collected through observation, writing tests, interviews, and documentation. The data were analyzed using descriptive quantitative and qualitative techniques. The results showed that the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by series picture media improved the students' narrative writing skills. The average score increased from 69 in the pre-action stage to 76 in Cycle I and 84 in Cycle II. The percentage of students achieving mastery learning also improved from 40% in the pre-action stage to 73% in Cycle I and 87% in Cycle II. In addition, the students became more active in reading, discussing, and writing during the learning process. The use of series picture media helped students generate ideas and organize their stories more easily. Based on the findings, it can be concluded that the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by series picture media effectively improved the narrative writing skills of fifth grade students at SD Negeri Karangmojo 1 Plandaan, Jombang. Furthermore, the model made the learning process more active, collaborative, and enjoyable.