

ABSTRAK

Ratna Ari Wirawati. 2026. *Peningkatan Keterampilan Menulis Karangan Narasi Dengan Teknik Mengarang Terpimpin Melalui Media Komik Tanpa Teks Pada Siswa Kelas VI SD Negeri Mojowarno 1 Kecamatan Mojowarno Kabupaten Jombang*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Edy Suprpto, S.Si, M.Pd.

Kata kunci: menulis, narasi, komik tanpa teks, dan teknik mengarang terpimpin

Penelitian Tindakan Kelas (PTK) ini dilatarbelakangi oleh rendahnya keterampilan menulis karangan narasi pada siswa kelas VI SD Negeri Mojowarno 1, yang disebabkan oleh minimnya kosakata, hambatan menemukan ide (*writer's block*), serta alur cerita yang melompat akibat metode pembelajaran konvensional teoretis. Penelitian ini bertujuan untuk mendeskripsikan peningkatan keterampilan menulis karangan narasi siswa dengan teknik mengarang terpimpin berbantuan media komik tanpa teks. Subjek penelitian adalah siswa kelas VI SD Negeri Mojowarno 1 Kabupaten Jombang yang berjumlah 36 siswa. Data dikumpulkan melalui instrumen tes tulis menulis narasi, lembar observasi aktivitas guru dan siswa, serta catatan lapangan, yang kemudian dianalisis secara deskriptif komparatif antarsiklus. Hasil penelitian menunjukkan adanya tren peningkatan performa menulis siswa yang sangat signifikan dari Siklus 1 ke Siklus 2 pada hampir seluruh unsur intrinsik cerita. Rata-rata skor aspek kesesuaian isi dengan judul melonjak tajam dari 2,72 menjadi 3,13; aspek watak tokoh meningkat dari 2,80 menjadi 3,22; aspek penokohan menguat dari 2,97 menjadi 3,08; aspek alur cerita naik dari 2,36 menjadi 2,97; serta pencapaian tertinggi pada aspek latar/*setting* cerita yang melesat dari 2,92 menjadi 3,64 berkat kuatnya imajinasi spasial siswa. Meskipun terdapat koreksi minor pada aspek kohesi dan koherensi dari 2,38 menjadi 3,50 karena masa transisi siswa dalam beradaptasi menggunakan kalimat kompleks, akumulasi pertumbuhan positif secara klasikal telah berhasil melampaui indikator target ketuntasan yang ditetapkan. Berdasarkan hasil tersebut, dapat disimpulkan bahwa integrasi teknik mengarang terpimpin melalui media komik tanpa teks efektif mereduksi *writer's block*, memperkaya diksi, dan melatih siswa menyusun kronologi narasi secara runtut, sehingga direkomendasikan sebagai salah satu model pembelajaran inovatif di sekolah dasar.

ABSTRACT

Ratna Ari Wirawati. 2025. *Improving Narrative Writing Skills Through Textless Comic Media with Guided Writing Techniques for Grade VI Students of Mojowarno 1 Elementary School, Mojowarno District, Jombang Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Edy Suprpto, S.Si, M.Pd.

Keywords: *writing, narration, comics without text, and guided composition techniques*

The Classroom Action Research (CAR) was motivated by the low narrative essay writing skills among grade VI students of SD Negeri Mojowarno 1, which was caused by a lack of vocabulary, difficulties in generating ideas (writer's block), and disjointed plotlines due to conventional, theoretical learning methods. This study aimed to describe the improvement of students' narrative essay writing skills through the implementation of Project-Based Learning (PjBL) combined with guided writing techniques using wordless comic media. The research subjects consisted of 36 grade VI students at SD Negeri Mojowarno 1, Jombang Regency. Data were collected through narrative writing essay tests, teacher and student activity observation sheets, and field notes, which were subsequently analyzed using a descriptive comparative method across cycles. The results demonstrated a highly significant and consistent upward trend in student writing performance from Cycle 1 to Cycle 2 across nearly all intrinsic story elements. The average score for the content-to-title appropriateness aspect rose sharply from 2.72 to 3.13; character traits increased from 2.80 to 3.22; characterization strengthened from 2.97 to 3.08; story plot improved from 2.36 to 2.97; and the highest achievement was recorded in the setting aspect, which soared from 2.92 to 3.64 due to the enhancement of students' spatial imagination through comic observations. Although a minor correction occurred in the cohesion and coherence aspect, dropping from 2.38 to 3.50 as a result of students' transitional adaptation to complex sentences, the overall accumulation of positive growth successfully exceeded the predetermined classical mastery indicators. Based on these findings, it can be concluded that integrating guided writing techniques through wordless comic media effectively reduces writer's block, enriches diction, and trains students to organize narrative chronologies cohesively, thereby making it highly recommended as an innovative learning model in primary schools..