

ABSTRAK

Budi Arianto. 2026. *Penerapan Strategi Double Entry Journal dalam Pembelajaran Menulis Teks Deskripsi pada Siswa Kelas VI SD Negeri Ngudirejo 2 Kabupaten Jombang.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. Supri Wahyudi Utomo, M.Pd.; (II) Dr. Lulus Irawati, M.Pd.

Kata kunci: *Double Entry Journals, menulis, teks deskripsi, pembelajaran bahasa Indonesia.*

Penelitian ini bertujuan untuk mendeskripsikan (1) penerapan strategi *Double Entry Journals* dalam pembelajaran menulis teks deskripsi pada siswa kelas VI SD Negeri Ngudirejo 2 Kabupaten Jombang, (2) permasalahan yang muncul selama penerapan strategi *Double Entry Journals* dalam pembelajaran menulis teks deskripsi, dan (3) solusi yang dilakukan untuk mengatasi permasalahan tersebut. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data diperoleh melalui observasi, wawancara, dokumentasi, dan tes menulis teks deskripsi. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi pengumpulan data, reduksi data, penyajian data, serta penarikan kesimpulan. Keabsahan data dilakukan melalui triangulasi sumber, triangulasi teknik, member checking, dan ketekunan pengamatan. Hasil penelitian menunjukkan bahwa (1) penerapan strategi *Double Entry Journals* dilaksanakan melalui tahapan pengenalan strategi, pengamatan objek, pencatatan informasi pada kolom pertama, pengembangan ide pada kolom kedua, penyusunan teks deskripsi, presentasi hasil tulisan, dan refleksi pembelajaran. Strategi ini menjadikan pembelajaran lebih aktif, sistematis, berpusat pada peserta didik, serta membantu siswa mengembangkan ide secara bertahap sehingga menghasilkan teks deskripsi yang lebih runtut, rinci, dan sesuai dengan struktur teks deskripsi. (2) Permasalahan yang muncul meliputi masih adanya siswa yang kesulitan mengembangkan ide, keterbatasan kosakata deskriptif, perbedaan kemampuan menulis antarsiswa, serta kebutuhan waktu yang lebih panjang dalam proses pengisian jurnal dan pengembangan tulisan. (3) Solusi yang dilakukan guru antara lain memberikan contoh pengisian *Double Entry Journals*, membimbing siswa secara individual dan kelompok, memberikan pertanyaan pemantik, menyediakan contoh teks deskripsi, memanfaatkan media gambar dan objek nyata sebagai bahan pengamatan, serta memberikan umpan balik dan motivasi secara berkelanjutan. Penerapan strategi *Double Entry Journals* terbukti memberikan pengalaman belajar yang lebih bermakna, meningkatkan keaktifan, kepercayaan diri, kemampuan mengembangkan ide, dan kualitas tulisan deskripsi siswa, sehingga layak digunakan sebagai alternatif strategi pembelajaran menulis teks deskripsi di sekolah dasar.

ABSTRACT

Budi Arianto. 2026. *The Implementation of the Double Entry Journals Strategy in Teaching Descriptive Text Writing to Sixth Grade Students at SD Negeri Ngudirejo 2, Jombang Regency.* Master's Thesis. Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Dr. Supri Wahyudi Utomo, M.Pd.; (II) Dr. Lulus Irawati, M.Pd.

Keywords: *Double Entry Journals, writing, descriptive text, Indonesian language learning.*

This study aimed to describe (1) the implementation of the *Double Entry Journals* strategy in teaching descriptive text writing to sixth-grade students at SD Negeri Ngudirejo 2, Jombang Regency, (2) the problems encountered during the implementation of the *Double Entry Journals* strategy in teaching descriptive text writing, and (3) the solutions applied to overcome those problems. This study employed a qualitative descriptive approach. The data were collected through classroom observations, interviews, documentation, and descriptive writing tests. The data were analyzed using the interactive model of Miles and Huberman, which consists of data collection, data reduction, data display, and conclusion drawing. The trustworthiness of the data was ensured through source triangulation, technique triangulation, member checking, and prolonged observation. The findings revealed that (1) the implementation of the *Double Entry Journals* strategy was carried out through several stages, namely introducing the strategy, observing objects, recording important information in the first column, developing ideas in the second column, composing descriptive texts, presenting the written work, and conducting learning reflection. This strategy created a more active, systematic, and student-centered learning process while helping students develop ideas gradually, resulting in descriptive texts that were more coherent, detailed, and consistent with the structure of descriptive texts. (2) The problems encountered included students' difficulties in developing ideas, limited descriptive vocabulary, differences in writing abilities among students, and the relatively longer time required to complete the journal and develop the writing. (3) The solutions implemented by the teacher included providing examples of how to complete the *Double Entry Journals*, offering individual and group guidance, giving guiding questions, providing model descriptive texts, using pictures and real objects as observation media, and delivering continuous feedback and motivation. The implementation of the *Double Entry Journals* strategy proved to provide a more meaningful learning experience, increase students' active participation and self-confidence, enhance their ability to develop ideas, and improve the quality of their descriptive writing. Therefore, this strategy is considered an appropriate alternative for teaching descriptive text writing at the elementary school level.