

ABSTRAK

Suntianah. 2026. *Peningkatan Keterampilan Menulis Deskripsi melalui Penggunaan Media Benda Konkret pada Siswa Kelas IV SD Negeri Ploso.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I): Prof. Dr. Muhammad Hanif, M.M., M.Pd., (II): Dr. Kodrat Eko Putro Setiawan, M.Pd

Kata kunci: *keterampilan menulis deskripsi, media benda konkret, penelitian tindakan kelas.*

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis deskripsi siswa kelas IV SD Negeri Ploso. Berdasarkan hasil prasiklus, hanya 13 dari 35 siswa (37,14%) yang mencapai KKTP dengan nilai rata-rata 66,80. Siswa mengalami kesulitan mengembangkan ide, memilih kosakata yang tepat, serta menyusun kalimat deskripsi secara runtut karena pembelajaran belum memanfaatkan media yang memberikan pengalaman belajar secara nyata. Penelitian ini bertujuan untuk mengetahui penerapan media benda konkret dengan pendekatan pembelajaran mendalam, peningkatan keterampilan menulis deskripsi, serta aktivitas dan keterlibatan siswa kelas IV SD Negeri Ploso. Penelitian ini menggunakan pendekatan kualitatif dan kuantitatif dengan jenis Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 35 siswa kelas IV SD Negeri Ploso. Teknik pengumpulan data meliputi observasi, tes keterampilan menulis deskripsi, dan dokumentasi. Data dianalisis menggunakan teknik analisis deskriptif kualitatif dan deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa penggunaan media benda konkret dapat meningkatkan keterampilan menulis deskripsi siswa. Nilai rata-rata meningkat dari 66,80 pada prasiklus menjadi 76,20 pada Siklus I dan 80,69 pada Siklus II. Persentase ketuntasan belajar meningkat dari 37,14% menjadi 71,43% pada Siklus I dan mencapai 85,71% pada Siklus II sehingga memenuhi indikator keberhasilan penelitian. Aktivitas guru dan siswa selama pembelajaran juga mengalami peningkatan. Dengan demikian, penggunaan media benda konkret efektif untuk meningkatkan keterampilan menulis deskripsi siswa kelas IV SD Negeri Ploso.

ABSTRACT

Suntianah. 2026. *Improving Descriptive Writing Skills through the Use of Concrete Object Media for Fourth-Grade Students of SD Negeri Ploso*. Thesis. Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Muhammad Hanif, M.M., M.Pd.; (II) Dr. Kodrat Eko Putro Setiawan, M.Pd.

Keywords: *descriptive writing skills, concrete object media, classroom action research.*

This research was motivated by the low descriptive writing skills of fourth-grade students at SD Negeri Ploso. Based on the pre-cycle results, only 13 out of 35 students (37.14%) achieved the Minimum Learning Mastery Criteria (KKTP), with an average score of 66.80. The students experienced difficulties in developing ideas, selecting appropriate vocabulary, and organizing descriptive sentences coherently because the learning process had not utilized instructional media that provided authentic learning experiences. This study aimed to describe the implementation of concrete object media through the deep learning approach, to improve students' descriptive writing skills, and to examine the activities and engagement of fourth-grade students at SD Negeri Ploso. This study employed qualitative and quantitative approaches using Classroom Action Research (CAR), which was conducted in two cycles. Each cycle consisted of planning, implementation, observation, and reflection stages. The research subjects were 35 fourth-grade students at SD Negeri Ploso. Data were collected through observation, descriptive writing tests, and documentation. The data were analyzed using qualitative descriptive and quantitative descriptive analysis techniques. The results showed that the use of concrete object media improved students' descriptive writing skills. The average score increased from 66.80 in the pre-cycle to 76.20 in Cycle I and 80.69 in Cycle II. The percentage of students achieving the Minimum Learning Mastery Criteria (KKTP) increased from 37.14% in the pre-cycle to 71.43% in Cycle I and reached 85.71% in Cycle II, thereby meeting the predetermined success indicators. In addition, both teacher and student activities during the learning process showed significant improvement. Therefore, the use of concrete object media was effective in improving the descriptive writing skills of fourth-grade students at SD Negeri Ploso.