

ABSTRAK

Ariesta Andriani. 2026. *Peningkatan Kemampuan Menulis Permulaan Menggunakan Pendekatan Keterampilan Proses Berbantuan Media Visual Pada Siswa Kelas 2 SD Negeri 1 Sambit Kecamatan Sambit Kabupaten Ponorogo*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. Panji Kuncoro Hadi, S.S., M.Pd.; (II) Dr. Sigit Ricahyono, S.S., M.Pd.

Kata kunci: *menulis permulaan, pendekatan keterampilan proses, dan media visual*

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan: (1) penerapan pendekatan keterampilan proses berbantuan media visual dalam meningkatkan kemampuan menulis permulaan siswa kelas II SD Negeri 1 Sambit, Kecamatan Sambit, Kabupaten Ponorogo; dan (2) peningkatan hasil belajar siswa pada pembelajaran menulis permulaan melalui pendekatan tersebut. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Hasil penelitian menunjukkan bahwa kemampuan menulis permulaan siswa sebelum tindakan masih rendah karena siswa berada pada tahap operasional konkret, sedangkan pembelajaran yang diberikan guru masih bersifat abstrak sehingga sulit dipahami. Pada siklus I, ketuntasan belajar belum mencapai target 75% karena siswa kurang cermat dalam mengamati media visual, gambar yang digunakan kurang jelas, serta kerja sama kelompok belum optimal. Berdasarkan refleksi, dilakukan perbaikan pada siklus II melalui penyajian media visual yang lebih menarik dan jelas serta peningkatan aktivitas kolaboratif siswa. Perbaikan tersebut berdampak positif terhadap hasil belajar. Persentase siswa yang mencapai KKTP meningkat dari 25% pada pratindakan dengan rata-rata nilai 58,75 menjadi 62,5% pada siklus I dengan rata-rata 66,41, kemudian meningkat secara signifikan menjadi 96,87% pada siklus II dengan rata-rata nilai 79,60. Hasil penelitian membuktikan bahwa penerapan pendekatan keterampilan proses berbantuan media visual metode kata lembaga efektif meningkatkan kemampuan menulis permulaan siswa, khususnya dalam mendeskripsikan hewan atau tumbuhan secara sederhana menggunakan bahasa tulis.

ABSTRACT

Ariesta Andriani. 2026. *Improving Beginning Writing Skills Using a Visual Media-Assisted Process Skills Approach in Grade 2 Students of SD Negeri 1 Sambit, Sambit District, Ponorogo Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor (I) Dr. Panji Kuncoro Hadi, S.S., M.Pd., (II) Dr. Sigit Ricahyono, S.S., M.Pd.

Keywords: *writing starters, process skills approaches, and image media*

This study aims to describe and explain: (1) the application of a process skills approach assisted by visual media using the institutional word method to improve the early writing skills of second-grade students at SD Negeri 1 Sambit, Sambit District, Ponorogo Regency; and (2) the improvement of student learning outcomes in early writing lessons through this approach. This research employed the Classroom Action Research (CAR) method, which was conducted in two cycles. The results showed that students' early writing skills before the action were still low because the students were in the concrete operational stage, while the instruction provided by the teacher was still abstract and difficult to understand. In Cycle I, learning mastery had not reached the 75% target because students lacked thoroughness in observing visual media, the images used were less clear, and group collaboration was not optimal. Based on reflection, improvements were made in Cycle II through the presentation of more engaging and clearer visual media as well as increased student collaborative activities. These improvements had a positive impact on learning outcomes. The percentage of students achieving the minimum criteria for learning mastery (KKTP) increased from 25% in the pre-action phase with an average score of 58.75 to 62.5% in Cycle I with an average of 66.41, and then increased significantly to 96.87% in Cycle II with an average score of 79.60. The results prove that the application of a process skills approach assisted by visual media using the institutional word method is effective in improving students' early writing skills, particularly in simply describing animals or plants using written language.