

ABSTRAK

Evi Setya Tri Agustina. 2026. *Peningkatan Keterampilan Menulis Narasi Menggunakan Model Cooperative Integrated Reading And Composition (CIRC) Berbantuan Media Komik Siswa Kelas V SD Negeri Gajah 1 Kecamatan Ngoro Kabupaten Jombang*. 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. Yoga Ardian Feriandi, M.Pd.

Kata kunci: menulis, narasi, model CIRC, dan media komik

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis narasi dan aktivitas belajar siswa kelas V SD Negeri Gajah 1. Masalah utama meliputi pembelajaran konvensional yang didominasi metode ceramah, ketidakmampuan siswa mengembangkan ide, serta kurangnya optimalisasi media pembelajaran. Kondisi prasiklus menunjukkan bahwa dari 25 siswa, hanya 8 siswa (32%) yang mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP ≥ 70), dengan nilai rata-rata kelas sebesar 65,7. Penelitian ini bertujuan untuk (1) mendeskripsikan peningkatan keterampilan menulis narasi dan (2) mendeskripsikan aktivitas siswa melalui penerapan model pembelajaran *Cooperative Integrated Reading and Composition* (CIRC) berbantuan media komik. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Subjek penelitian adalah 25 siswa kelas V SD Negeri Gajah 1, terdiri dari 12 siswa laki-laki dan 13 siswa perempuan. Teknik pengumpulan data yang digunakan meliputi teknik tes (tes menulis narasi) dan nontes (observasi, catatan lapangan, dan angket). Data kuantitatif dianalisis secara deskriptif untuk mencari rata-rata nilai dan persentase ketuntasan klasikal, sedangkan data kualitatif diperoleh dari analisis lembar observasi aktivitas belajar. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada keterampilan menulis dan aktivitas belajar siswa. Lonjakan radikal terjadi pada ketuntasan belajar klasikal siswa, dari yang semula hanya 32% pada prasiklus dan 44% pada Siklus I, melesat hingga mencapai 92% (23 siswa tuntas) pada Siklus II. Aspek mekanik (ejaan dan tanda baca) menjadi indikator yang mengalami perbaikan paling signifikan dengan bantuan visualisasi media komik. Persentase keberhasilan aktivitas siswa secara klasikal meningkat dari 58,33% (kategori baik) pada Siklus I menjadi 71,22% (kategori baik) pada Siklus II. Sementara itu, nilai rata-rata keterampilan menulis narasi siswa meningkat dari 67,2 pada Siklus I menjadi 78,2 pada Siklus II. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan model pembelajaran CIRC berbantuan media komik efektif dalam meningkatkan aktivitas belajar dan keterampilan menulis narasi siswa sekolah dasar.

ABSTRACT

Evi Setya Tri Agustina. 2026. *Improving Narrative Writing Skills Using the Cooperative Integrated Reading and Composition (CIRC) Model Assisted by Comic Media for Fifth Grade Students of Gajah 1 Public Elementary School, Ngoro District, Jombang 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. Yoga Ardian Feriandi, M.Pd.

Keywords: *writing, narrative, CIRC model, and comic media*

This research is motivated by the low narrative writing skills and learning activities of fifth-grade students at SD Negeri Gajah 1. The main problems include conventional learning dominated by the lecture method, students' inability to develop ideas, and a lack of learning media optimization. Pre-cycle conditions showed that out of 25 students, only 8 students (32%) achieved the Learning Objective Achievement Criteria (KKTP ≥ 70), with a class average score of 65.7. This research aims to (1) describe the improvement in narrative writing skills and (2) describe student activities through the application of the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by comic media. This type of research is Classroom Action Research (CAR) conducted in two cycles. The research subjects were 25 fifth-grade students of SD Negeri Gajah 1, consisting of 12 male and 13 female students. The data collection techniques used included test techniques (narrative writing tests) and non-test techniques (observation, field notes, and questionnaires). Quantitative data were analyzed descriptively to find the average score and the percentage of classical completeness, while qualitative data were obtained from the analysis of learning activity observation sheets. The results showed a significant improvement in students' writing skills and learning activities. A significant surge occurred in the students' classical learning completeness, from initially only 32% in the pre-cycle and 44% in Cycle I, soaring to 92% (23 students achieved completeness) in Cycle II. The mechanical aspect (spelling and punctuation) became the indicator that experienced the most significant improvement with the help of comic media visualization. The classical percentage of successful student activities increased from 58.33% (good category) in Cycle I to 71.22% (good category) in Cycle II. Meanwhile, the average score of students' narrative writing skills increased from 67.2 in Cycle I to 78.2 in Cycle II. Based on these results, it can be concluded that the application of the CIRC learning model assisted by comic media is effective in improving the learning activities and narrative writing skills of elementary school students.