

ABSTRAK

Ariyanti. Leni 2026. *Peran Lingkungan Sosial dalam Pembelajaran Keterampilan Menulis Cerita Pendek Siswa Kelas V SDN Kedung Panji 2 Kecamatan Lembeyan Kabupaten Magetan*. Tesis. Madiun:Program Studi Magister Pendidikan Bahasa Dan Sastra Indonesia. Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Elva Nuraina, M.Si, (II) Dr. Endang Sri Maruti, M.Pd.

Kata Kunci: pembelajaran menulis, cerita pendek, lingkungan sosial, keterampilan menulis, siswa sekolah dasar

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran menulis cerita pendek serta menganalisis peran lingkungan sosial dalam pembelajaran keterampilan menulis siswa kelas V di SDN Kedung Panji 2 Kecamatan Lembeyan Kabupaten Magetan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian meliputi siswa kelas V, guru, serta lingkungan sekolah sebagai konteks sosial pembelajaran. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan teknik analisis deskriptif kualitatif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa proses pembelajaran menulis cerita pendek dilaksanakan melalui beberapa tahap, yaitu pemberian materi, contoh teks, latihan menulis, serta pemberian umpan balik. Dalam proses tersebut, keterlibatan siswa dipengaruhi oleh interaksi sosial yang terjadi di lingkungan sekolah, baik melalui bimbingan guru maupun kerja sama dengan teman sebaya. Lingkungan sosial yang kondusif terbukti mampu meningkatkan motivasi, kepercayaan diri, serta kemampuan siswa dalam mengembangkan ide dan menyusun cerita. Sebaliknya, keterbatasan kosakata dan kurangnya dukungan sosial menjadi kendala dalam pembelajaran menulis. Hasil tulisan siswa menunjukkan variasi kemampuan yang ditinjau dari aspek isi, struktur, penggunaan bahasa, dan kreativitas. Secara umum, siswa telah mampu menulis cerita pendek dengan struktur sederhana, meskipun masih terdapat kekurangan dalam pengembangan alur dan penggunaan bahasa yang efektif. Dengan demikian, dapat disimpulkan bahwa lingkungan sosial memiliki peran penting dalam mendukung proses dan hasil pembelajaran menulis cerita pendek siswa.

ABSTRACT

Ariyanti. Leni 2026. *The Role of the Social Environment in Learning Short Story Writing Skills of Fifth Grade Students at SDN Kedung Panji 2, Lembeyan District, Magetan Regency*. Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Dr. Elva Nuraina, M.Si, (II) Dr. Endang Sri Maruti, M.Pd.

Keywords: writing learning, short story, social environment, writing skills, elementary school students

This study aims to describe the short story writing learning process and analyze the role of the social environment in the development of writing skills among fifth-grade students at SDN Kedung Panji 2, Lembeyan District, Magetan Regency. This study employs a qualitative approach with a descriptive research design. The research subjects include fifth-grade students, teachers, and the school environment as the social context of learning. Data were collected through observation, interviews, and documentation. The data were analyzed using descriptive qualitative techniques, including data reduction, data display, and conclusion drawing. The results indicate that the short story writing learning process is carried out through several stages, including the delivery of materials, presentation of example texts, writing practice, and the provision of feedback. In this process, student engagement is influenced by social interactions within the school environment, both through teacher guidance and peer collaboration. A supportive social environment is shown to enhance students' motivation, self-confidence, and ability to develop ideas and construct stories. Conversely, limited vocabulary and insufficient social support become obstacles in the writing process. The students' written work demonstrates varying levels of ability in terms of content, structure, language use, and creativity. In general, students are able to write short stories with a basic structure, although there are still weaknesses in plot development and effective language use. It can therefore be concluded that the social environment plays a significant role in supporting both the process and outcomes of students' short story writing learning.