

ABSTRAK

Faris Susanti. 2026. *Penerapan Model Pembelajaran Experiential Learning dengan Media Gambar dalam Pembelajaran Menulis Karangan Deskripsi Siswa Kelas VI SD Negeri Pucangsimo 1.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing: (I) Dr. Supri Wahyudi Utomo, M.Pd.; (II) Dr. Panji Kuncoro Hadi, SS, M.Pd.

Kata Kunci: *experiential learning*, media gambar, karangan deskripsi

Kemampuan menulis karangan deskripsi merupakan kompetensi penting yang harus dikuasai siswa kelas VI sekolah dasar, namun masih banyak siswa yang mengalami kesulitan dalam menggambarkan objek secara rinci, memilih kosakata, menyusun paragraf yang runtut, dan menghasilkan tulisan yang padu. Penelitian ini bertujuan untuk: (1) mendeskripsikan penerapan model pembelajaran *Experiential Learning* dengan media gambar dalam pembelajaran menulis karangan deskripsi siswa kelas VI SD Negeri Pucangsimo 1; dan (2) menerangkan kelebihan serta kekurangan yang muncul dalam penerapan model tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara dengan guru dan siswa, serta analisis dokumen karangan deskripsi siswa. Subjek penelitian adalah siswa kelas VI SD Negeri Pucangsimo 1 dan guru kelas sebagai informan utama. Keabsahan data dijamin melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa: (1) Penerapan model *Experiential Learning* dengan media gambar berlangsung melalui empat tahapan berkesinambungan, yaitu pengalaman konkret, observasi reflektif, konseptualisasi abstrak, dan eksperimentasi aktif. Pada tahap eksperimentasi aktif, 87,5% siswa mampu menghasilkan karangan minimal dua paragraf, meningkat signifikan dari kondisi awal yang hanya 15,6%. (2) Lima kelebihan yang ditemukan meliputi: meningkatnya keaktifan siswa, kemudahan menemukan ide, kemampuan menyusun kalimat yang lebih runtut, tumbuhnya motivasi menulis, serta terciptanya pembelajaran yang bermakna. Adapun empat kekurangan yang teridentifikasi adalah keterbatasan media gambar yang sesuai, kebutuhan waktu yang lebih panjang, perbedaan kemampuan individual siswa, dan kompleksitas pengelolaan kelas. Seluruh kekurangan bersifat teknis-manajerial dan dapat diatasi dengan persiapan serta strategi yang tepat.

ABSTRACT

Susanti, Faris. 2026. *The Application of Experiential Learning Model with Picture Media in Teaching Descriptive Essay Writing for Grade VI Students of SD Negeri Pucangsimo 1.* Thesis. Master of Indonesian Language and Literature Education Program, Postgraduate School, Universitas PGRI Madiun. Supervisors: (I) Dr. Supri Wahyudi Utomo, M.Pd.; (II) Dr. Panji Kuncoro Hadi, SS, M.Pd.

Keywords: experiential learning, picture media, descriptive essay.

The ability to write descriptive essays is an essential competency that must be mastered by grade VI elementary school students; however, many students still encounter difficulties in describing objects in detail, selecting vocabulary, composing coherent paragraphs, and producing cohesive writing. This research aims to: (1) describe the application of the Experiential Learning model with picture media in teaching descriptive essay writing for grade VI students of SD Negeri Pucangsimo 1; and (2) explain the advantages and disadvantages that arise in the application of the model. This research employs a qualitative descriptive approach. Data were collected through observation, interviews with the teacher and students, and analysis of students' descriptive essay documents. The research subjects were grade VI students of SD Negeri Pucangsimo 1 and the homeroom teacher as the key informant. Data validity was ensured through source triangulation and technique triangulation. The results show that: (1) The application of the Experiential Learning model with picture media proceeded through four continuous stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the active experimentation stage, 87.5% of students were able to produce essays of at least two paragraphs, a significant increase from the initial condition of only 15.6%. (2) Five advantages were identified: increased student activeness, ease in finding and developing ideas, improved ability to compose more coherent sentences, growth of writing motivation and interest, and the creation of meaningful learning. The four disadvantages identified were limited availability of suitable picture media, the need for a longer time allocation, differences in individual student abilities, and the complexity of classroom management. All disadvantages are technical and managerial in nature and can be addressed with proper preparation and appropriate strategies.