

SKRIPSI

PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN KETERAMPILAN MENULIS SISWA DI SEKOLAH DASAR



Oleh :

REGITA DWI ANUGERAH

210102243

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HALAMAN PERSETUJUAN

PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN KETERAMPILAN MENULIS SISWA DI SEKOLAH DASAR

REGITA DWI ANUGERAH
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Skripsi ini ditulis untuk memenuhi sebagian persyaratan
untuk mendapatkan gelar Sarjana Pendidikan (S.Pd)
Program Studi Pendidikan Guru Sekolah Dasar

Pancor,2025

Menyetujui,

Pembimbing I

Pembimbing II

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KATA PENGANTAR

Alhamdulillah, puja serta puji syukur kita ucapkan atas kehadiran Allah.SWT yang telah memberikan kita kesehatan jasmani maupun Rohani, sehingga kita masih diberi nikmat sehat serta waktu untuk melakukan aktivitas sehari-hari, sehingga penulis dapat menyusun skripsi ini dengan baik. Shalawat serta salam semoga senantiasa dicurahkan kepada baginda Rasulullah SAW, yang telah menyampaikan ajaran dan memberikan suri tauladan bagi kita semua untuk dapat kebahagiaan di dunia dan di akhirat semoga senantiasa kita dapat Rahmat-Nya.

Dalam penyusunan skripsi ini, penulis telah berusaha mengumpulkan informasi yang akurat dan relevan, serta merumuskan rencana yang jelas dan sistematis. Harapan penulis, skripsi ini dapat memberikan gambaran yang utuh mengenai Pendekatan Komunikatif dalam Pembelajaran Keterampilan Menulis.

Penulis mengucapkan terima kasih kepada semua pihak yang telah membantu dalam penyusunan skripsi ini. Semoga skripsi ini dapat memberikan

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2. Bapak Muhammad Sururuddin, M. Pd. Selaku Dekan Fakultas Ilmu Pendidikan (FIP) Universitas Hamzanwadi.
3. Bapak Muhammad Husni, M.Pd. Selaku Ketua Program Studi Pendidikan Guru Sekolah Dasar (PGSD) Universitas Hamzanwadi.
4. Bapak Prof. Dr. H. Khirjan Nahdi, M. Hum. Selaku Dosen Pembimbing I yang selama ini sudah sabar dan bersedia membimbing penulis, serta memberikan masukan dan saran demi lancarnya proses penulis.
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7. Rekan-rekan dan semua pihak yang sudah mau membantu penulis. Penulis sampaikan banyak terima kasih, dan semoga bisa menjadi salah satu sumber pahala yang besar untuk kita semua.

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khususnya, dan Masyarakat pada umumnya. Dan terakhir, semoga rahmat Allah SWT. Selalu menaungi kita semua.

Pancor,...../.....2025

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DAFTAR ISI

HALAMAN JUDUL.....i

HALAMAN PERSETUJUAN.....ii

KATA PENGANTAR.....iii

DAFTAR ISI.....v

DAFTAR TABEL.....vii

BAB I PENDAHULUAN.....1

 A. Latar Belakang Masalah.....1

 B. Identifikasi Masalah5

 C. Fokus Dan Rumusan Masalah.....6

 D. Tujuan Penelitian.....6

 E. Manfaat Penelitian.....7

BAB II KAJIAN PUSTAKA.....9

 A. Kajian Teori.....9

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

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2. Keterampilan Menulis dalam Pembelajaran Bahasa	15
a. Definisi Keterampilan Menulis.....	15
b. Pentingnya Keterampilan Menulis.....	18
B. Kajian Penelitian yang Relevan.....	21
C. Alur Pikir.....	23
D. Pertanyaan Penelitian.....	26
BAB III METODE PENELITIAN.....	27
A. Jenis Penelitian.....	27
B. Lokasi /Tempat dan Waktu Penelitian.....	28
C. Sumber Data.....	28
D. Teknik dan Instrumen Pengumpulan Data.....	29
E. Analisis Data.....	34
F. Keabsahan Data.....	38
BAB IV HASIL PENELITIAN DAN PEMBAHASAN.....	40
A. Deskripsi Hasil Penelitian.....	40

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

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C. Saran.....56

DAFTAR PUSTAKA.....58

LAMPIRAN.....

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DAFTAR GAMBAR

Gambar 2.1 Alur Pikir.....23

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BAB I

PENDAHULUAN

A. Latar Belakang Masalah

Kemampuan menulis merupakan kompetensi fundamental dalam pembelajaran Bahasa Indonesia yang memiliki peranan strategis dalam mengembangkan kecakapan komunikasi peserta didik di Tingkat Sekolah Dasar. Sebagai salah satu dari empat keterampilan berbahasa, menulis berfungsi sebagai media komunikasi tidak langsung yang memungkinkan siswa untuk mengekspresikan gagasan, konsep, dan emosi secara sistematis melalui bahasa tulisan (Tarigan, 2013)

Keterampilan menulis pada jenjang Pendidikan dasar memiliki urgensi tinggi karena menjadi fondasi bagi pengembangan kemampuan akademik siswa pada Tingkat Pendidikan selanjutnya. Melalui aktivitas menulis, peserta didik tidak hanya mengembangkan kemampuan

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memberikan kesempatan yang memadai bagi siswa untuk melakukan praktik menulis yang aktif dan bermakna.

Temuan Graves (2003) mengkonfirmasi bahwa pembelajaran menulis di institusi Pendidikan cenderung mengadopsi pendekatan struktural yang mengutamakan aspek gramatikal sambil mengabaikan dimensi komunikatif dari tulisan. Kondisi ini menyebabkan pembelajaran menulis menjadi rigid dan tidak responsif terhadap kebutuhan komunikatif siswa dalam konteks kehidupan nyata, sehingga siswa dapat mengembangkan kemampuan menulis yang aplikatif.

Kondisi pembelajaran menulis yang konvensional telah berdampak pada rendahnya motivasi dan minat siswa terhadap aktivitas menulis, monotonitas metode pembelajaran dan kurangnya variasi strategi pengajaran menjadi factor determinan yang menyebabkan siswa menganggap menulis sebagai aktivitas yang membosankan dan tidak bermakna. Hyland (2003) mengemukakan bahwa pendekatan komunikatif

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menjelaskan bahwa pendekatan komunikatif dapat mengatasi permasalahan tersebut karena menekankan pengembangan kemampuan siswa dalam menggunakan Bahasa untuk tujuan komunikasi spesifik dengan mempertimbangkan konteks, audiens, dan tujuan penulisan.

Implementasi pendekatan komunikatif dalam pembelajaran menulis mendapat dukungan teoritis dari Brown (2007) yang menyatakan bahwa pendekatan ini dapat mengembangkan kemampuan siswa dalam menggunakan Bahasa secara holistik, tidak hanya dari aspek form tetapi juga fungsi dan makna. Dalam konteks pembelajaran menulis di sekolah dasar, pendekatan komunikatif memfasilitasi siswa untuk mengembangkan kemampuan menulis yang tidak hanya akurat secara gramatikal, tetapi juga efektif dalam menyampaikan pesan kepada pembaca.

Pendekatan komunikatif dalam pembelajaran menulis memfokuskan pada signifikansi penggunaan Bahasa dalam situasi autentik yang berorientasi pada komunikasi interpersonal. Pendekatan ini

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Berdasarkan kompleksitas permasalahan yang telah diidentifikasi, penelitian tentang penerapan pendekatan komunikatif dalam pembelajaran keterampilan menulis siswa sekolah dasar menjadi sangat relevan dan urgen untuk dilaksanakan. Penelitian ini diharapkan dapat memberikan kontribusi konstruktif dalam mengembangkan strategi pembelajaran menulis yang lebih efektif, komunikatif, dan bermakna bagi siswa sekolah dasar. Implementasi pendekatan komunikatif dalam pembelajaran menulis di sekolah dasar memiliki urgensi tinggi karena diharapkan dapat memfasilitasi siswa untuk lebih mudah memahami cara Menyusun teks yang akurat, serta dapat mengekspresikan ide dan gagasan dengan lebih terstruktur dan efektif. Melalui pendekatan komunikatif, siswa diharapkan dapat mengembangkan motivasi intrinsik dan menikmati proses pembelajaran menulis sebagai aktivitas yang bermakna.

Sejalan dengan pentingnya pengembangan keterampilan menulis, penelitian ini bertujuan untuk menganalisis penerapan pendekatan komunikatif dalam meningkatkan keterampilan menulis siswa sekolah

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referensi bagi praktisi Pendidikan dalam mengoptimalkan pembelajaran Bahasa Indonesia khususnya aspek menulis.

Keterampilan menulis merupakan komponen integral dari kemampuan berbahasa yang memiliki signifikan tinggi dalam dunia Pendidikan. Menulis, sebagai salah satu keterampilan dasar dalam pembelajaran Bahasa Indonesia, tidak hanya berfungsi sebagai media penyampaian informasi, tetapi juga memungkinkan siswa untuk mengembangkan kemampuan berpikir kritis, kreatif, serta berkomunikasi dengan lebih efektif. Pada jenjang sekolah dasar, keterampilan menulis siswa perlu dikembangkan secara sistematis dan efektif, karena kemampuan ini akan berpengaruh signifikan terhadap pencapaian akademis mereka di masa mendatang. Pada kelas rendah sekolah dasar, pengajaran keterampilan menulis menjadi semakin krusial, karena pada tahap ini siswa mulai diintroduksi dengan berbagai jenis teks yang lebih kompleks, seperti narasi, deskripsi, dan eskposisi. Berdasarkan analisis permasalahan dan urgensi yang telah dipaparkan, penelitian dengan fokus

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oleh penyusun, sehingga bisa lebih mudah dan jelas. Identifikasi masalah tersebut dipengaruhi oleh faktor:

1. Minat dan motivasi yang rendah, siswa kurang tertarik menulis karena tugas yang diberikan tidak relevan dengan kehidupan mereka sehari-hari. Akibatnya, siswa menganggap menulis sebagai hal yang berat dan bukan cara berkomunikasi yang menyenangkan.
2. Penguasaan bahasa yang terbatas, siswa jarang mendengar teks dan kosakata yang bervariasi. Akhirnya, siswa kesulitan menyusun tulisan yang efektif dan juga mudah dipahami.
3. Metode pembelajaran yang kurang bervariasi, dikarenakan pembelajaran yang masih berfokus kepada guru dengan metode konvensional seperti dikte dan juga menyalin, sehingga membuat siswa bosan dan tidak memahami tujuan dan fungsi dari pendekatan komunikatif dalam pembelajaran menulis.
4. Kurangnya pendekatan komunikatif, guru masih belum memahami prinsip pendekatan komunikatif dan hanya menekankan pada aspek struktural, hal ini mengakibatkan siswa hanya menghasilkan tulisan yang benar secara teknis

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Dari identifikasi masalah yang telah peneliti kemukakan diatas, maka dapat dirumuskan permasalahan sebagai berikut:

1. Bagaimana penerapan pendekatan komunikatif dalam pembelajaran menulis di sekolah dasar?
2. Bagaimana keterampilan menulis siswa sekolah dasar dengan pendekatan komunikatif?

D. Tujuan Penelitian

Adapun tujuan dari penelitian ini adalah:

1. Mendeskripsikan penerapan pendekatan komunikatif dalam pembelajaran menulis di sekolah dasar.
2. Menganalisis bagaimana keterampilan menulis siswa sekolah dasar dengan pendekatan komunikatif.

E. Manfaat Penelitian

Dalam penelitian ini diharapkan dapat memberikan manfaat baik secara

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Dasar. Selain itu, penelitian ini juga dapat memperkaya kajian tentang strategi pembelajaran menulis berbasis komunikasi yang kontekstual dan interaktif.

2. Manfaat Praktis

a. Bagi Guru

Memberikan gambaran nyata tentang penerapan pendekatan komunikatif dalam pembelajaran menulis di Sekolah Dasar, sehingga dapat dijadikan acuan atau inspirasi dalam mengembangkan strategi pembelajaran menulis yang lebih menarik dan melibatkan siswa secara aktif.

b. Bagi Siswa

Memberikan pengalaman belajar menulis yang lebih menyenangkan dan bermakna melalui penerapan pendekatan komunikatif, sehingga diharapkan dapat meningkatkan partisipasi dan keterampilan menulis siswa di kelas.

c. Bagi Sekolah

Menjadi bahan masukan bagi pihak sekolah dalam upaya meningkatkan

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pendekatan komunikatif dalam pembelajaran keterampilan menulis di jenjang pendidikan dasar.

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BAB II

KAJIAN PUSTAKA

A. Kajian Teori

1. Pendekatan Komunikatif

a. Pengertian Pendekatan Komunikatif

Berdasarkan Kamus Besar Bahasa Indonesia (KBBI), pendekatan didefinisikan sebagai cara atau metode yang digunakan untuk mendekati suatu masalah atau topik tertentu. Dalam konteks pembelajaran, pendekatan merupakan landasan filosofis yang mendasari proses pembelajaran Bahasa.

Pringgawidagda (2002) dengan mengutip Anthony menyatakan bahwa pendekatan (*approach*) merupakan Tingkat asumsi atau pendirian mengenai Bahasa dan pembelajaran Bahasa yang dapat dikategorikan sebagai filsafah tentang pembelajaran Bahasa.

Pendekatan mengacu kepada tesis, asumsi, dan parameter yang

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komunikatif memiliki dimensi yang lebih kompleks yang berkaitan dengan kompetensi penggunaan Bahasa dalam konteks sosial.

Tarigan (1988) mendefinisikan komunikatif sebagai kemampuan untuk menerapkan kaidah gramatikal suatu Bahasa dalam membentuk kalimat-kalimat yang benar dan untuk mengetahui kapan, Dimana, dan kepada siapa kalimat-kalimat tersebut digunakan secara tepat. Dengan berbekal kemampuan komunikatif, seseorang dapat menyampaikan dan menginterpretasikan suatu pesan atau menegosiasikan makna secara interpersonal dalam konteks yang spesifik.

Meskipun Kamus Besar Bahasa Indonesia tidak menyediakan definisi eksplisit untuk istilah “pendekatan komunikatif” secara langsung, dalam konteks Pelajaran Bahasa, pendekatan komunikatif dapat dipahami sebagai suatu metodologi pembelajaran yang menekankan pada interaksi dan komunikasi autentik, dimana peserta didik dilibatkan dalam penggunaan Bahasa secara nyata dan bermakna

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ketidakpuasan para praktisi atau pengajar Bahasa terhadap hasil yang dicapai oleh metode-metode gramatikal-translasi yang hanya mengutamakan penguasaan kaidah tata bahasa sambil mengabaikan kemampuan komunikasi sebagai tujuan akhir dari pembelajaran Bahasa.

Djiwandono (2011) menjelaskan bahwa pendekatan komunikatif memiliki cakupan yang lebih luas dengan mengkaji penggunaan dan pemahaman Bahasa dari fungsi utamanya, yaitu melakukan komunikasi dengan mengandalkan penggunaan kemampuan komunikatif. Kemampuan komunikatif dalam konteks ini dipahami sebagai kemampuan untuk memahami atau mengungkapkan apa yang sudah atau perlu diungkapkan dengan menggunakan berbagai unsur Bahasa yang terdapat di semua Bahasa, dalam memahami ungkapan-ungkapan yang ada secara adaptif dan disesuaikan dengan perubahan yang senantiasa timbul, tidak semata-mata berdasarkan nilai-nilai konvensional yang sudah baku. Secara operasional, pendekatan komunikatif dalam pembelajaran merujuk pada metodologi yang

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kompetensi komunikatif peserta didik, yaitu kemampuan menggunakan Bahasa secara efektif, kontekstual, dan bermakna dalam kehidupan nyata. Pendekatan ini menegaskan bahwa pembelajaran Bahasa bukan hanya berkaitan dengan penguasaan struktur tata Bahasa secara parsial, tetapi juga kemampuan mengintegritaskan keempat keterampilan berbahasa (menyimak, berbicara, membaca, dan menulis) secara holistic, sesuai dengan fungsi sosial Bahasa dalam konteks komunikasi interpersonal dan intrapersonal. Dengan demikian, pendekatan komunikatif menekankan pada aspek fungsional Bahasa sebagai alat komunikasi yang harus dikuasai peserta didik untuk dapat berinteraksi secara efektif dalam berbagai situasi komunikatif yang autentik dan bermakna dalam kehidupan sehari-hari.

b. Asal mula Pendekatan Komunikatif Dalam Pembelajaran Bahasa

Pendekatan komunikatif (*Communicative Approach*) lahir sebagai respons terhadap keterbatasan metode pembelajaran bahasa yang lebih tradisional. khususnya metode tata bahasa-terjemahan (*grammar-*

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3. Menghafal kosakata dan latihan dalam bentuk tulisan.
4. Kurangnya praktik berbicara dan mendengarkan dalam kehidupan nyata sehari-hari.

b. Latar Belakang Munculnya Pendekatan Komunikatif

Pendekatan komunikatif mengalami perkembangan signifikan sejak dekade 1970-an sebagai respons terhadap urgensi pembelajaran Bahasa yang berorientasi pada fungsi komunikatif, bukan semata-mata sebagai penguasaan system kaidah kebahasaan.

Beberapa factor yang melatarbelakangi kemunculan pendekatan ini antara lain :

1. Transformasi kebutuhan pembelajaran Bahasa :
Fenomena globalitas dan mobilitas lintas negara mengharuskan penguasaan kemampuan komunikasi aktif, bukan hanya kompetensi pemahaman tekstual.
2. Teori linguistik fungsional (dikembangkan oleh Dell Hymes) yang mengedepankan konsep kompetensi

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c. Dampak positif

Pendekatan ini membuat pembelajaran bahasa menjadi:

1. Lebih interaktif dan menarik.
2. Lebih relevan dengan kebutuhan nyata siswa.
3. Lebih cepat mengembangkan kepercayaan diri dalam penggunaan bahasa.

c. Ciri Khas Pendekatan Komunikatif

Iskandarwassid dan Dadang Suhendar (2011) mengemukakan komunikatif memiliki ciri sebagai berikut:

1. Acuan berpijaknya adalah kebutuhan peserta didik dan fungsi Bahasa
2. Tujuan belajar Bahasa adalah membimbing peserta didik agar mampu berkomunikasi dalam situasi yang sebenarnya
3. Silabus pengajaran harus ditata sesuai dengan fungsi pemakaian

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d. Sejarah Perkembangan *Communicative Language Teaching (CLT)*
Pendekatan Komunikatif (*Communicative Language Teaching/CLT*) adalah pendekatan dalam pembelajaran Bahasa yang mengutamakan pengembangan kompetensi komunikatif peserta didik melalui konteks situasional yang autentik. Pendekatan ini mengedepankan aspek fungsional Bahasa sebagai medium komunikasi yang aplikatif dan bermakna, melampaui pembelajaran yang semata-mata berorientasi pada penguasaan struktul gramatikal dan pola kalimat. Lebih dari itu, CLT memposisikan Bahasa sebagai instrument vital dalam proses penyampaian makna dan pesan di dalam beragam situasi sosial serta latar belakang budaya yang berbeda.

Tujuan utama dari implementasi CLT adalah memfasilitasi peserta didik untuk mengembangkan kemampuan berkomunikasi yang komprehensif dan adaptif, mencakup keterampilan komunikasu verbal dan

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Keterampilan menulis merupakan salah satu kompetensi dasar dalam komunikasi berbahasa yang memiliki kompleksitas tinggi, para pakar linguistik dan Pendidikan Bahasa telah mengembangkan berbagai konsep mengenai hakikat keterampilan menulis yang saling berkaitan.

Keraf (2004) mengartikan aktivitas menulis sebagai proses artikulasi gagasan dan emosi melalui representasi Bahasa tulis. Dalam publikasinya “Argumentasi dan Narasi”, Keraf menegaskan bahwa kegiatan menulis tidak dapat dipandang sebagai aktivitas duplikasi verbal semata, tetapi lebih merupakan operasi mental yang memerlukan penalaran logis dan terstruktur. Menurut Keraf, kompetensi penulis harus mencakup kemampuan mengorganisasikan konsep-konsep secara koheren dan berkesinambungan supaya hasil tulisan dapat diinterpretasikan dengan tepat oleh target pembaca. Keraf menguraikan bahwa Kemahiran menulis meliputi beberapa dimensi krusial yaitu kapasitas pemilihan diksi yang akurat, pembentukan konstruksi sintaksis yang fungsional, penataan progresi wacana yang bersifat informatif serta komunikatif. Melalui

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yang memiliki Tingkat kerumitan tertinggi dalam spektrum kemampuan komunikatif, karena melibatkan integrasi elemen kognitif, emosional dan kinetic secara bersamaan. Dari kacamata Tarigan, proses menulis bukan hanya membutuhkan penguasaan perbendaharaan kata dan kaidah gramatikal, namun juga menuntut kemampuan sistematisasi ide serta konstruksi paragraf yang memiliki keterpaduan dan kesinambungan makna. Tarigan juga menekankan bahwa kegiatan menulis memerlukan kemampuan koreksi dan penyuntingan untuk menjamin tercapainya efektivitas komunikasi tulisan.

Nunan (2003) mengkarakterisasi menulis sebagai aktivitas yang menginkorporasi aspek mental dan fisik secara bersamaan. Aspek mental dalam penulisan berdasarkan pandangan Nunan, meliputi tahapan perencanaan, konseptualisasi, dan elaborasi gagasan. Sebaliknya, aspek fisik mengacu pada implementasi konkret yang melibatkan kecakapan motorik dalam menghasilkan representasi Bahasa berupa aksara, leksikon dan konstruksi kalimat pada media tulis. Nunan memberikan tekanan bahwa

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mengkomunikasikan gagasan secara teratur, rasional, dan efektif melalui medium tulisan.

b. Pentingnya Keterampilan Menulis

Menulis merupakan keterampilan yang memiliki peran vital dalam Pendidikan, dunia profesional, serta komunikasi sosial. Sejumlah ahli berpendapat bahwa kemampuan ini sangat berpengaruh terhadap aspek kognitif dan sosial seseorang.

1. Sarana Ekspresi dan Komunikasi

Menulis berfungsi sebagai sarana utama untuk menyampaikan ide, gagasan, dan perasaan secara terstruktur. Berbeda dengan komunikasi lisan yang berlangsung secara spontan, kegiatan menulis memberi kesempatan bagi seseorang untuk menimbang, merevisi, dan menyajikan pesan secara lebih terencana.

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akademik membutuhkan kemampuan ini, baik dalam bentuk pembuatan laporan, penulisan makalah, maupun penyusunan skripsi.

Menurut Gerson dan Gerson (2007), keterampilan menulis sangat penting di lingkungan akademik karena mencerminkan kemampuan mahasiswa dalam merangkai ide, menganalisis informasi, serta menyampaikan argument secara efektif. Keterampilan menulis yang baik menunjukkan kemampuan berpikir kritis dan Menyusun argument dengan logis.

3. Kebutuhan Dunia Profesional

Di lingkungan profesional, komunikasi melalui tulisan menjadi elemen penting dalam berbagai aktivitas sehari-hari. Keterampilan menulis yang baik tidak hanya mencerminkan Tingkat profesionalisme seseorang, tetapi juga mempengaruhi keberhasilan dalam komunikasi bisnis.

Kies (1995) menyatakan bahwa tulisan yang jelas dan efektif

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Kegiatan menulis membantu seseorang untuk berpikir secara sistematis, merumuskan argument, serta mengambil Keputusan berdasarkan hasil analisis.

Nunan (2003) menyatakan bahwa menulis merupakan “*both a cognitive dan physical act*”, yang menunjukkan bahwa proses menulis melibatkan aktivitas mental yang kompleks, seperti menganalisis, menggabungkan dan menilai informasi.

5. Media Dokumentasi dan Warisan Pengetahuan

Tulisan berfungsi sebagai sarana untuk mendokumentasikan gagasan, pengalaman, serta nilai-nilai budaya yang dapat diwariskan dari satu generasi ke generasi lainnya. Tanpa adanya tulisan, sebagian besar pengetahuan kemungkinan akan terlupakan.

Menurut Keraf (2004), menulis merupakan usaha untuk mengabadikan pikiran melalui Bahasa, sehingga tulisan memiliki peran penting sebagai media Sejarah sekaligus intelektual yang tidak dapat

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Crystal (2006) dalam karyanya “*Language and the internet*”, menyatakan bahwa tulisan digital memiliki peranan yang semakin besar dalam membentuk identitas individu dalam komunitas daring.

B. Kajian Penelitian Yang Relevan

Kajian penelitian terdahulu berfungsi sebagai landasan referensi untuk mendemonstrasikan bahwa topik penelitian ini memiliki daya Tarik akademis yang layak untuk dieksplorasi, namun tetap memiliki keunikan dan tidak mengulang penelitian yang telah dilaksanakan sebelumnya. Hal ini berkontribusi dalam memperkaya diskusi mengenai implementasi pendekatan komunikatif dalam pengembangan kemampuan menulis peserta didik Tingkat sekolah dasar. Berikut merupakan beberapa studi yang memiliki relevansi:

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kemampuan menulis dalam genre narasi dan deskripsi melalui pendekatan yang lebih komunikatif dan kontekstual dengan pengalaman kehidupan sehari-hari. Hasil studi mengonfirmasi bahwa pendekatan komunikatif terbukti efektif dalam mendukung pengembangan kemampuan menulis siswa, baik dari aspek kreativitas maupun organisasi struktur tulisan.

2. Pramudya, A. (2021) melaksanakan penelitian dengan judul “Pengaruh Pendekatan Komunikatif terhadap Keterampilan Menulis teks Narasi pada Siswa Kelas V SD” yang bertujuan mengidentifikasi dampak implementasi pendekatan komunikatif terhadap kemampuan menulis teks narasi siswa kelas V sekolah dasar. Hasil temuan mengindikasikan bahwa pendekatan komunikatif memberikan pengaruh signifikan terhadap kompetensi menulis peserta didik, khususnya dalam produksi teks narasi, yang dilandasi oleh pemahaman mendalam terhadap konteks komunikasi dan orientasi terhadap audiens. Penelitian ini juga mengeksplorasi bagaimana pendekatan komunikatif dapat membantu

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berkomunikasi melalui tulisan dalam berbagai konteks kehidupan mereka. Temuan penelitian mengungkapkan bahwa pendekatan komunikatif mampu mengoptimalkan kemampuan menulis siswa dalam hal konstruksi teks, aplikasi Bahasa yang efektif, dan kapasitas menulis sesuai dengan objektif komunikasi yang jelas. Selain itu, siswa menunjukkan peningkatan motivasi dan keterlibatan yang lebih tinggi dalam proses penulisan.

C. Alur Pikir

Studi ini berorientasi pada eksplorasi dampak implementasi pendekatan komunikatif terhadap kompetensi menulis peserta didik di jenjang Pendidikan dasar. Implementasi pendekatan komunikatif dalam konteks pembelajaran menulis dipandang mampu mengoptimalkan kapasitas siswa dalam mengonstruksi dan mengartikulasi gagasan mereka melalui medium tulisan, dengan memberikan perhatian khusus terhadap dinamika interaksi verbal yang berlangsung selama aktivitas pembelajaran.

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efektif. Dengan demikian, pendekatan komunikatif yang mengutamakan interaksi interpersonal antarsiswa dan komunikasi antara siswa dengan pendidik menjadi relevan untuk mengembangkan kemampuan tersebut.

Dalam tahapan pengumpulan data, studi ini menerapkan metode observasi, wawancara mendalam, dan analisis dokumentasi. Kegiatan observasi dilaksanakan untuk mengamati pola interaksi siswa dalam proses pembelajaran menulis, mengidentifikasi apakah mereka menunjukkan peningkatan aktivitas diskusi, kolaborasi dalam barbagi gagasan, atau menunjukkan peningkatan kepercayaan diri dalam menulis setelah melakukan komunikasi verbal. Wawancara dengan tenaga pendidik juga dibutuhkan untuk menggali perspektif mengenai implementasi pendekatan komunikatif dan dampaknya terhadap kemampuan menulis peserta didik. Sementara itu, dokumentasi karya tulis siswa akan dianalisis untuk mengidentifikasi adanya transformasi dalam kualitas tulisan mereka pasca implementasi pendekatan komunikatif dalam pembelajaran.

Melalui pendekatan analisis data kualitatif. hasil yang diperoleh

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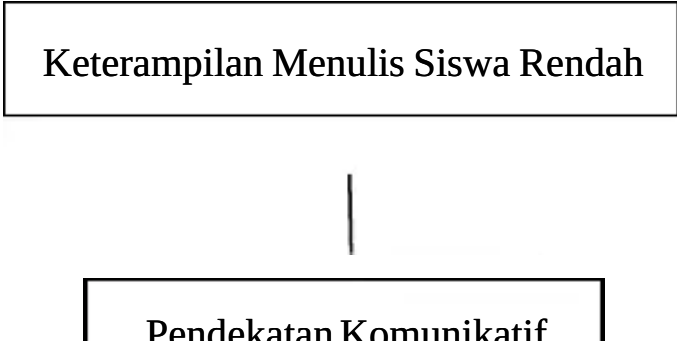
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memberikan ilustrasi yang komprehensif tentang bagaimana pendekatan komunikatif dapat mengoptimalkan kemampuan menulis siswa.

Penelitian ini diproyeksikan dapat memberikan kontribusi pemahaman yang lebih mendalam mengenai signifikasi interaksi verbal dalam konteks pembelejaraan menulis dan sumbangannya terhadap peningkatan kapasitas siswa untuk mengekspresikan gagasan secara tertulis dengan lebih optimal.

Gambar 2.1
Alur Pikir



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D. Pertanyaan Penelitian

1. Bagaimana penerapan pendekatan komunikatif dalam pembelajaran keterampilan menulis di Sekolah Dasar?
2. Apakah guru telah menerapkan prinsip-prinsip pendekatan komunikatif dalam pembelajaran menulis?
3. Sejauh mana efektivitas strategi pembelajaran komunikatif yang diterapkan guru dalam mengajar menulis?
4. Bagaimana kemampuan siswa dalam memberikan ide ketika menggunakan pendekatan komunikatif?
5. Bagaimana Tingkat motivasi siswa dalam pembelajaran menulis dengan pendekatan komunikatif.

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BAB III

METODE PENELITIAN

A. Jenis Penelitian

Pendekatan penelitian yang diaplikasikan dalam studi ini adalah metode kualitatif dengan karakteristik deskriptif. Pemilihan metodologi ini dilandasi oleh orientasi peneliti yang berupaya mendeskripsikan secara komprehensif implementasi pendekatan komunikatif dalam konteks pembelajaran menulis. Studi ini tidak menggunakan pendekatan statistik sebagai basis analisis, melainkan mengutamakan eksplorasi pengalaman empiris pendidik dan peserta didik dalam setting pembelajaran.

Moleong (2017) mengemukakan bahwa “metodologi kualitatif berorientasi pada pemahaman fenomena secara komprehensif dan deskriptif melalui representasi verbal”. Perspektif ini memiliki kesesuaian dengan objektif penelitian yang berupaya menguraikan dinamika proses dan signifikansi yang melatarbelakangi praktik pembelajaran menulis

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peneliti akan melakukan observasi langsung, melaksanakan wawancara mendalam, serta mendokumentasikan aktivitas autentik dalam proses pembelajaran menulis.

B. Tempat dan Waktu Penelitian

Penelitian ini dilaksanakan di SDN 1 Sakra Selatan, yang terletak di Kecamatan Sakra, Kabupaten Lombok Timur, Provinsi Nusa Tenggara Barat. Sekolah yang dipilih dalam penelitian ini dengan pertimbangan bahwa sekolah tersebut termasuk aktif dalam mengembangkan pembelajaran Bahasa Indonesia, sehingga sesuai dengan fokus penelitian. Adapun pelaksanaan penelitian dijadwalkan berlangsung pada bulan Juni sampai Juli 2025.

C. Sumber Data

Data primer dalam penelitian ini diperoleh secara langsung dari siswa kelas 3 SDN 1 Sakra Selatan yang mengikuti pembelajaran keterampilan menulis menggunakan pendekatan komunikatif.

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tersebut meliputi Rencana Pelaksanaan Pembelajaran (RPP), yang memberikan informasi mengenai strategi pembelajaran keterampilan menulis yang digunakan oleh guru. Selain itu, data sekunder juga diperoleh dari catatan guru yang membuat hasil pengamatan dan evaluasi perkembangan keterampilan menulis siswa, serta dokumentasi berupa foto atau video selama kegiatan pembelajaran berlangsung. Seluruh data sekunder ini dimanfaatkan untuk memberikan Gambaran yang lebih menyeluruh dan melengkapi data primer, sehingga hasil penelitian menjadi lebih lengkap dan mendalam.

D. Teknik dan Instrumen Pengumpulan Data

1. Teknik Pengumpulan Data

Sugiyono (2013). Menyatakan bahwa Teknik pengumpulan data merupakan langkah yang paling strategis dalam penelitian, karena tujuan utama dari penelitian ini adalah mendapatkan data. Adapun Teknik pengumpulan data sebagai berikut:

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Menurut Moleong (2017), “Observasi partisipatif adalah pengamatan yang dilakukan oleh peneliti dengan cara melibatkan diri secara langsung dalam kehidupan subjek yang diteliti”. Dengan menjadi bagian dari proses pembelajaran, peneliti dapat melihat dari dalam bagaimana siswa merespons pendekatan komunikatif, sejauh mana mereka aktif, serta bagaimana interaksi terjadi selama proses menulis.

b. Tes (untuk Siswa)

Tes digunakan untuk menggantikan wawancara siswa dan berfungsi sebagai alat untuk mengukur kemampuan siswa dalam keterampilan menulis setelah mengikuti pembelajaran. Tes ini disusun dalam bentuk instruksi sederhana yang mencerminkan kemampuan siswa dalam mengungkapkan ide secara tertulis sesuai dengan konteks yang komunikatif.

Menurut Arikunto (2012), tes adalah serangkaian pertanyaan atau latihan yang digunakan untuk mengukur kemampuan

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setelah siswa mengikuti kegiatan pembelajaran menulis berbasis pendekatan komunikatif.

c. Wawancara

Wawancara adalah teknik pengumpulan data yang dilakukan dengan cara berdialog langsung dengan subjek penelitian untuk menggali informasi secara lebih mendalam. Dalam penelitian ini, wawancara dilakukan untuk menggali pengalaman dan persepsi guru tentang pembelajaran menulis yang diterapkan dengan pendekatan komunikatif.

Menurut Arikunto (2013), “Wawancara adalah teknik pengumpulan data dengan cara bertanya jawab antara pewawancara dan responden, yang dapat berupa pertanyaan terbuka atau tertutup”. Wawancara ini bersifat semi-struktural, di mana peneliti memiliki pedoman wawancara yang dapat disesuaikan dengan respon dari guru, memungkinkan mereka untuk memberikan jawaban yang lebih mendalam dan terbuka.

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Menurut Moleong (2017), “Dokumentasi adalah teknik pengumpulan data dengan cara mengumpulkan dan menganalisis dokumen-dokumen yang berkaitan dengan objek penelitian”. Data dokumentasi memberikan konteks yang lebih luas dan mendalam mengenai strategi pembelajaran yang digunakan serta hasil karya siswa.

2. Instrumen Pengumpulan Data

Instrumen penelitian adalah alat yang digunakan oleh peneliti untuk mengumpulkan data yang dibutuhkan dalam penelitian. Instrumen ini disesuaikan dengan jenis teknik pengumpulan data yang digunakan, seperti observasi, tes menulis siswa, wawancara, atau dokumentasi.

Menurut Sugiyono (2017), “Instrumen penelitian adalah alat yang digunakan untuk mengukur fenomena alam maupun sosial yang diamati”. Dalam konteks penelitian kualitatif, instrumen utama adalah peneliti itu sendiri, sedangkan alat bantu seperti lembar observasi, pedoman wawancara, tes menulis siswa, dan catatan dokumentasi digunakan untuk

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situasi yang diteliti. Terdapat tiga instrument yang di gunakan untuk mengumpulkan data, yaitu sebagai berikut:

a. Lembar Observasi

Berisi daftar periksa atau indikator yang digunakan untuk menilai penerapan pendekatan komunikatif selama kegiatan pembelajaran. Lembar ini digunakan untuk mencatat aspek-aspek penting, seperti keterlibatan siswa, cara guru mengarahkan siswa, serta penerapan metode yang mendukung keterampilan menulis.

b. Wawancara

Berisi daftar pertanyaan terbuka yang meminta guru untuk membagikan pengalaman guru dalam menerapkan pendekatan komunikatif dalam pembelajaran keterampilan menulis, bagaimana

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diberikan dalam bentuk instruksi dan menggunakan pendekatan komunikatif. Tujuannya adalah untuk memperoleh data mengenai keterampilan menulis siswa, termasuk aspek kosakata, struktur kalimat, tata bahasa, dan koherensi tulisan.

d. Lembar Pencatatan

Digunakan untuk mencatat informasi penting yang diperoleh dari dokumen-dokumen yang relevan, seperti Rencana Pelaksanaan Pembelajaran (RPP), silabus, dan hasil karya tulis siswa. Lembar pencatatan ini membantu peneliti dalam mendokumentasikan data yang berkaitan dengan strategi pembelajaran yang digunakan oleh guru dan perkembangan keterampilan menulis siswa.

E. Analisis Data

Dalam penelitian kualitatif, analisis data adalah proses sistematis

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terkandung dalam data. Hal ini berbeda dengan pendekatan kuantitatif yang lebih mengutamakan angka dan statistik.

Menurut Miles dan Huberman (1994), analisis data kualitatif terdiri dari tiga langkah utama, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Ketiga langkah ini saling berhubungan dan membentuk siklus analisis yang berkesinambungan, sehingga peneliti dapat menyusun temuan yang komprehensif dan terstruktur dari data yang diperoleh. Dengan mengikuti langkah-langkah ini, peneliti dapat menafsirkan data secara lebih mendalam dan menghasilkan analisis yang lebih bermakna.

Dalam konteks penelitian ini, yang mengkaji pendekatan komunikatif terhadap keterampilan menulis siswa SD, analisis data dilakukan untuk mengetahui sejauh mana pendekatan komunikatif dapat mempengaruhi kemampuan menulis siswa. Melalui proses analisis, peneliti dapat memahami perkembangan keterampilan menulis siswa setelah diterapkannya pendekatan komunikatif serta mengidentifikasi

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sederhana. Dalam konteks penelitian ini, data yang terkumpul melalui observasi, wawancara, dan tulisan siswa di SDN 1 Sakra Selatan harus dipilih secara selektif untuk difokuskan pada aspek yang benar-benar menggambarkan pengaruh pendekatan komunikatif terhadap keterampilan menulis siswa.

Sebagai contoh, data yang diperoleh melalui observasi kelas dipilih berdasarkan aktivitas yang berkaitan langsung dengan penerapan pendekatan komunikatif. Jika ditemukan bahwa siswa lebih aktif berbicara sebelum menulis atau lebih percaya diri dalam menulis setelah berdiskusi, data tersebut akan diprioritaskan. Begitu juga dengan data dari wawancara dengan guru, hanya informasi yang menggambarkan pengalaman mereka terkait dengan perubahan keterampilan menulis siswa yang dipilih. Melalui reduksi data ini, informasi yang dipilih akan memiliki relevansi langsung terhadap tujuan penelitian, yaitu mengidentifikasi sejauh mana pendekatan

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dalam bentuk narasi, tabel, maupun grafik, agar lebih mudah dimengerti oleh pembaca.

Penyajian data ini mencakup beberapa elemen penting, misalnya tabel perbandingan hasil tulisan siswa sebelum dan sesudah penerapan pendekatan komunikatif. Tabel ini menunjukkan perubahan dalam struktur kalimat dan penggunaan kosakata siswa. Selain itu, penyajian data juga mencakup kutipan wawancara dengan guru yang menggambarkan bagaimana pendekatan komunikatif mempengaruhi kemampuan menulis siswa. Catatan observasi kelas akan disajikan dalam bentuk narasi yang menggambarkan suasana kelas dan interaksi siswa yang terjadi sebelum mereka mulai menulis. Penyajian data ini bertujuan untuk memberikan gambaran yang lebih jelas tentang bagaimana pendekatan komunikatif mempengaruhi keterampilan menulis siswa secara keseluruhan, serta memberikan wawasan lebih dalam tentang proses pembelajaran di kelas.

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pengaruh pendekatan komunikatif terhadap keterampilan menulis siswa di SDN 1 Sakra Selatan.

Berdasarkan data yang telah disajikan, pola-pola yang muncul akan dianalisis untuk menunjukkan perubahan positif dalam keterampilan menulis siswa setelah penerapan pendekatan komunikatif. Diharapkan ada peningkatan dalam struktur kalimat, penggunaan kosakata, dan kepercayaan diri siswa dalam menulis. Namun, tantangan atau hambatan yang ditemukan dalam penelitian ini juga akan diperhatikan, seperti kesulitan dalam menulis ejaan atau tata bahasa dengan benar meskipun ada peningkatan dalam ide dan pengorganisasian kalimat. Kesimpulan ini akan menggambarkan efektivitas pendekatan komunikatif dalam meningkatkan keterampilan menulis, serta memberikan rekomendasi untuk pembelajaran menulis di masa depan.

F. Keabsahan Data

Keabsahan data dalam penelitian ini dapat dipercaya jika instrumen

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hasil observasi kelas, wawancara dengan guru, dan dokumentasi tulisan siswa. Menurut Sugiyono (2019), triangulasi sumber bertujuan untuk menguji kredibilitas data dengan cara memverifikasi informasi yang diperoleh dari berbagai sumber yang saling mendukung. Dengan demikian, data yang diperoleh dari berbagai sumber ini akan memberikan gambaran yang lebih lengkap dan valid mengenai dampak pendekatan komunikatif terhadap keterampilan menulis siswa kelas 3 di SDN 1 Sakra Selatan. Proses triangulasi ini diharapkan dapat memastikan bahwa data yang dikumpulkan akurat dan dapat dipertanggungjawabkan.

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BAB IV

HASIL PENELITIAN DAN PEMBAHASAN

A. Deskripsi Hasil Penelitian

1. Deskripsi Lokasi Penelitian

a. Profil Sekolah SDN 1 Sakra Selatan

1. Sejarah Singkat SDN 1 Sakra Selatan

SD Negeri 1 Sakra Selatan merupakan salah satu lembaga

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tenaga pendidik, maupun fasilitas yang dimiliki. Dalam perjalanannya, sekolah ini tidak hanya berfokus pada pencapaian akademik, tetapi juga aktif dalam membentuk karakter peserta didik melalui kegiatan ekstrakurikuler dan pembinaan nilai-nilai keagamaan, sosial, serta budaya lokal.

Dengan dukungan masyarakat, pemerintah, dan seluruh tenaga pendidik yang berdedikasi, SDN 1 Sakra Selatan terus berupaya menjadi sekolah dasar unggulan di wilayahnya, yang mampu mencetak generasi muda yang cerdas, berakhlak, dan siap menghadapi tantangan zaman.

2. Identitas Sekolah

- a) Nama Sekolah : SD Negeri 1 Sakra Selatan
- b) Jenjang Pendidikan : Sekolah Dasar
- c) Status Sekolah : Negeri

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1. Menumbuhkan penghayatan terhadap ajaran agama dan budaya bangsa.
2. Menyelenggarakan pembelajaran yang aktif, kreatif, dan menyenangkan.
3. Mendorong semangat berprestasi dalam bidang akademik dan non-akademik.
4. Menanamkan nilai-nilai kejujuran, disiplin, dan tanggung jawab.
5. Meningkatkan kepedulian terhadap lingkungan sekolah dan sekitarnya.

4. Tujuan Sekolah

- a) Meningkatkan hasil belajar siswa di semua bidang studi.
- b) Meningkatkan sikap positif siswa terhadap pelajaran dan lingkungan.
- c) Membentuk lulusan yang kompeten, mandiri, dan

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Berdasarkan hasil observasi yang dilakukan di SD Negeri 1 Sakra Selatan, proses pembelajaran yang diamati berlangsung pada hari Kamis 17 Juli 2025, pukul 07.30 hingga 09.15 WITA. Observasi dilakukan di kelas 3, dengan fokus pada aktivitas guru dalam mengelola kelas serta penerapan langkah-langkah pembelajaran yang sistematis. Secara umum, proses pembelajaran berlangsung dalam suasana yang kondusif, komunikatif, dan terstruktur.

Kegiatan pembelajaran dimulai tepat pukul 07.30 WITA. Guru membuka pelajaran dengan memberikan salam kepada seluruh siswa, yang kemudian disambut hangat oleh siswa secara serempak. Setelah memberikan salam, guru melanjutkan dengan menanyakan kabar siswa secara umum. Tindakan ini menunjukkan upaya guru dalam menciptakan suasana pembelajaran yang bersifat humanis dan ramah, serta membangun hubungan emosional yang positif antara

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penyegaran tersebut, guru mengarahkan siswa untuk bersama-sama menyanyikan lagu “Profil Pelajar Pancasila.” Lagu ini tidak hanya berfungsi sebagai media transisi menuju pembelajaran inti, tetapi juga memperkuat nilai-nilai karakter dan kebangsaan yang selaras dengan kurikulum merdeka belajar.

Setelah kegiatan pembuka selesai, guru menyampaikan tujuan pembelajaran secara eksplisit kepada siswa, serta menjelaskan pentingnya materi yang akan dipelajari pada hari itu. Guru juga melakukan apersepsi dengan mengaitkan topik pembelajaran dengan pengalaman sehari-hari siswa agar lebih kontekstual. Selanjutnya, guru menyampaikan materi pelajaran secara interaktif. Penjelasan tidak dilakukan secara satu arah, melainkan diselingi dengan pertanyaan-pertanyaan ringan untuk mengukur pemahaman awal siswa. Guru juga meminta beberapa siswa untuk menyebutkan contoh-

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Selanjutnya, guru membagikan Lembar Kerja Peserta Didik (LKPD) dan memberikan arahan teknis mengenai cara pengisian. Siswa kemudian diminta mengerjakan LKPD baik secara individu maupun berkelompok sesuai dengan instruksi guru. Selama siswa mengerjakan LKPD, guru secara aktif melakukan monitoring, berpindah dari satu kelompok ke kelompok lain untuk memberikan bimbingan dan klarifikasi apabila terdapat kesulitan.

Menjelang akhir pembelajaran, guru memberikan tugas rumah (PR) kepada siswa sebagai bentuk penguatan terhadap materi yang telah dipelajari. Guru menjelaskan bahwa tugas tersebut harus diselesaikan secara mandiri dan dikumpulkan pada pertemuan berikutnya. Setelah itu, guru menutup kegiatan pembelajaran dengan memberikan refleksi singkat, menyampaikan pesan moral, serta mengajak siswa untuk berdoa bersama. Guru juga menyampaikan

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pendahuluan, inti, hingga penutup dilaksanakan secara sistematis dan sesuai dengan prinsip pembelajaran yang efektif.

Dari hasil observasi ini dapat disimpulkan bahwa guru menunjukkan kompetensi pedagogik yang baik, khususnya dalam pengelolaan kelas, pemilihan metode pembelajaran yang variatif, serta pemberian stimulus yang mendorong partisipasi aktif siswa. Penggunaan ice breaking, nyanyian tematik, diskusi interaktif, serta LKPD sebagai alat evaluasi pembelajaran menunjukkan bahwa guru mampu menerapkan pendekatan yang menyenangkan namun tetap berorientasi pada pencapaian tujuan pembelajaran secara maksimal.

b) Hasil Wawancara Guru

Berdasarkan hasil wawancara yang telah dilaksanakan oleh peneliti untuk menganalisis penggunaan pendekatan komunikatif dalam keterampilan menulis. Peneliti mewawancarai guru wali kelas 3

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d) Data [04] Dengan memberikan umpan balik ringan.

e) Data [05] Penilaian proses dan produk.

f) Data [06] Memberikan pendampingan khusus kepada siswa.

2) Penyajian Data

Dari hasil reduksi, terdapat enam (6) data yang layak dianalisis oleh peneliti yaitu: Data [01] “Menekankan penggunaan bahasa dalam konteks nyata”. Guru menjelaskan bahwa dalam pendekatan komunikatif, fokus pembelajaran menulis bukan hanya pada struktur bahasa atau kaidah tata bahasa, tetapi lebih pada bagaimana siswa bisa menggunakan bahasa tulis untuk tujuan komunikasi yang nyata. Artinya, siswa diajak menulis teks yang relevan dengan kehidupan sehari-hari, seperti menceritakan pengalaman pribadi, atau membuat deskripsi benda yang ada di sekitar mereka. Dengan cara ini, menulis menjadi kegiatan bermakna karena siswa belajar menyampaikan ide dan informasi

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menulis sebagai sarana berekspresi dan berkomunikasi, bukan sekadar memenuhi tuntutan akademik.

Data [03] “Guru memberikan instruksi secara bertahap dan jelas”. Guru memberikan instruksi secara bertahap dan jelas agar siswa memahami setiap langkah dalam kegiatan menulis. Instruksi dimulai dari pemberian topik dan contoh, dilanjutkan dengan pendampingan saat menulis, serta diakhiri dengan umpan balik setelah tulisan selesai. Pendekatan ini membantu siswa merasa lebih percaya diri dan terarah, sehingga mereka dapat menyusun tulisan dengan lebih terstruktur dan bermakna.

Data [04] “Dengan memberikan umpan balik ringan”. Dengan memberikan umpan balik ringan selama proses menulis, guru dapat membangun kepercayaan diri siswa tanpa membuat mereka merasa takut atau tertekan. Umpan balik diberikan dalam bentuk pujian sederhana atau saran perbaikan yang disampaikan

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menulis berlangsung. Pada aspek proses, guru menilai bagaimana keaktifan perilaku, bahasa, dan kefokusannya siswa. Sementara pada aspek produk, guru menilai sejauh mana tulisan siswa mampu menyampaikan pesan dengan jelas, sesuai dengan tujuan komunikatif yang diharapkan.

Data [06] “Memberikan pendampingan khusus kepada siswa”. Bagi siswa yang mengalami kesulitan dalam mengembangkan ide atau memahami materi, guru berperan sebagai fasilitator yang membimbing secara individual, baik melalui pertanyaan pemandu secara lebih dekat maupun arahan sederhana. Pendampingan ini penting agar setiap siswa merasa diperhatikan dan mendapatkan dukungan yang sesuai dengan kebutuhannya, sehingga mereka tetap termotivasi dan mampu menyelesaikan dengan percaya diri.

2) Kesimpulan

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yang nyaman, memberi instruksi secara bertahap dan jelas, serta selalu mendampingi siswa selama proses menulis berlangsung.

Umpan balik yang diberikan pun ringan dan membangun, sehingga siswa merasa percaya diri dan tidak takut salah.

Selain itu, penilaian dilakukan tidak hanya berdasarkan hasil akhir, tapi juga proses yang dilalui siswa. Guru bahkan memberikan perhatian khusus kepada siswa yang kesulitan, agar mereka tetap termotivasi. Secara keseluruhan, pendekatan komunikatif ini bikin kegiatan menulis di kelas jadi lebih hidup, relevan, dan mendorong siswa untuk berani menyampaikan ide dengan cara mereka sendiri.

Dengan pendekatan ini, siswa terdorong untuk lebih percaya diri dalam menulis dan mampu mengekspresikan ide

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menunjukkan bahwa mayoritas siswa telah mampu menulis dengan cukup baik. Hal ini terlihat dari kemampuan siswa dalam mengungkapkan ide dan gagasan secara runtut, serta keberanian mereka untuk menuangkan pendapat dalam bentuk tulisan. Pendekatan komunikatif yang diterapkan sebelumnya memberikan ruang bagi siswa untuk berdiskusi, bertukar pikiran, dan mengembangkan ide secara lisan terlebih dahulu, sehingga proses menulis menjadi lebih terarah dan bermakna bagi mereka.

Namun demikian, hasil tes juga menunjukkan bahwa masih terdapat beberapa kekurangan yang perlu mendapat perhatian. Beberapa siswa masih mengalami kesulitan dalam penggunaan kata, seperti pemilihan diksi yang kurang tepat dan penggabungan kata yang belum sesuai dengan kaidah bahasa Indonesia. Selain itu, ada pula sebagian kecil siswa yang belum sepenuhnya memahami

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menulis siswa sekolah dasar. Keaktifan siswa dalam berkomunikasi sebelum menulis terbukti memberikan dampak terhadap keberanian mereka dalam menuangkan ide, serta mempermudah proses penyusunan teks secara mandiri.

d) Dokumentasi

B. Pembahasan dan Temuan

SDN 1 Sakra Selatan merupakan salah satu Sekolah Dasar yang telah menerapkan pendekatan komunikatif dalam proses pembelajarannya, termasuk dalam pengembangan keterampilan menulis siswa. Pendekatan ini terbukti efektif dalam menciptakan suasana kelas yang lebih hidup, interaktif, dan menyenangkan. Hasil penelitian menunjukkan bahwa pendekatan komunikatif sangat cocok untuk diterapkan dalam pembelajaran menulis siswa SD, sesuai dengan data dan jawaban yang didapatkan dari wawancara guru sebelumnya. Pendekatan ini menekankan penggunaan bahasa dalam konteks yang nyata dan bermakna, di mana

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juga meningkatkan rasa percaya diri siswa dalam mengungkapkan pendapatnya secara verbal sebelum dituangkan ke dalam bentuk tulisan.

Hasil lainnya yang dinilai dan dilihat peneliti saat memberikan tes menulis siswa menunjukkan bahwa melalui pendekatan komunikatif, siswa menjadi lebih aktif, terlibat, dan antusias dalam proses belajar menulis. Mereka merasa lebih bebas untuk berekspresi dan tidak takut melakukan kesalahan, karena pembelajaran berlangsung dalam suasana yang suportif dan kolaboratif. Hal ini berdampak positif pada hasil tulisan siswa, baik dari segi isi, kosakata, dan makna dari teks tersebut. Dengan demikian, penerapan pendekatan komunikatif di SDN 1 Sakra Selatan terbukti mampu meningkatkan kemampuan menulis siswa secara menyeluruh, sekaligus menumbuhkan sikap percaya diri, keberanian berpendapat, dan kemampuan berpikir kritis yang sangat penting dalam pembelajaran bahasa di tingkat sekolah dasar.

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berupa foto selama proses pengumpulan data lainnya (observasi, wawancara, tes menulis), dan hasil karya tes siswa untuk memperkuat data penelitian yang dilakukan peneliti.

C. Keterbatasan Penelitian

Penelitian ini difokuskan pada konteks pembelajaran keterampilan menulis di kelas tertentu pada jenjang sekolah dasar. Dan pendekatan yang digunakan dalam penelitian ini bersifat kualitatif deskriptif, sehingga temuan yang diperoleh lebih menekankan pada kedalaman data dan bukan pada generalisasi luas. Peneliti menyadari bahwa dinamika kelas, karakter siswa, serta gaya mengajar guru dapat berbeda-beda di setiap sekolah, sehingga hasil penelitian ini bersifat kontekstual dan tidak dimaksudkan untuk mewakili semua situasi pembelajaran di sekolah dasar lainnya. Lainnya adalah bahwa penelitian ini lebih menyoroti proses pembelajaran dan hasil keterampilan menulis dalam jangka pendek. Penelitian lanjutan dengan jangka waktu yang lebih panjang dan cakupan yang lebih luas

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BAB V

SIMPULAN DAN SARAN

A. Simpulan

Berdasarkan hasil pengamatan dan penelitian di lapangan maka penulis mengambil Kesimpulan sebagai berikut: di kelas 3 SD Negeri 1

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Namun dari hasil penelitian tersebut peneliti masih menemukan kendala seperti masih ada dari beberapa siswa yang belum paham dalam penempatan kata dalam sebuah kalimat, dan masih ada dari siswa yang kurang mengetahui bahasa Indonesia dari beberapa kata dalam sebuah kalimat yang ditulis. Namun secara keseluruhan sudah sangat baik.

B. Implikasi

Dalam temuan penelitian ini, pendekatan komunikatif terbukti memberikan dampak positif terhadap pembelajaran keterampilan menulis siswa sekolah dasar. Pendekatan ini dinilai cocok dan efektif untuk diterapkan karena mampu menciptakan suasana kelas yang lebih interaktif, hidup, dan partisipatif. Melalui pendekatan komunikatif, siswa didorong untuk lebih aktif dalam proses pembelajaran, tidak hanya sebagai penerima materi, tetapi juga sebagai subjek yang terlibat langsung dalam kegiatan komunikasi bermakna sebelum menuangkannya dalam bentuk tulisan.

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pembelajaran yang mampu meningkatkan keaktifan, kreativitas, dan keberanian siswa dalam berekspresi melalui tulisan.

C. Saran

Berdasarkan penelitian yang sudah dilaksanakan, ada beberapa hal yang ingin peneliti sampaikan dalam skripsi ini, yaitu:

1. Bagi Siswa

Ke depannya siswa diharapkan bisa lebih aktif dan percaya diri di dalam kelas, serta lebih fokus mendengarkan kepada instruksi komunikatif yang guru sampaikan di dalam kelas, dan hendaknya siswa lebih antusias dalam proses pembelajaran, agar ilmu yang disampaikan guru bisa diterima dengan baik dan ada interaksi yang positif, serta suasana belajar yang lebih hidup di dalam kelas.

2. Bagi Guru

Guru diharapkan bisa terus mengembangkan dan menerapkan pendekatan komunikatif ini di dalam proses pembelajaran, guru perlu

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dalam menciptakan lingkungan belajar yang kondusif untuk pengembangan keterampilan menulis siswa.

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LAMPIRAN-LAMPIRAN

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Lampiran 1: Pedoman Wawancara Guru

1. Bagaimana Bapak/Ibu menerapkan pendekatan komunikatif dalam pembelajaran menulis di kelas?
2. Apa orientasi utama yang Bapak/Ibu tekankan dalam pembelajaran menulis menggunakan pendekatan komunikatif?
3. Bagaimana Bapak/Ibu memberikan instruksi atau arahan kepada siswa sebelum, saat, dan setelah kegiatan menulis berlangsung?
4. Bagaimana bentuk interaksi yang terjadi antara guru dan siswa maupun antarsiswa selama kegiatan menulis berlangsung?
5. Bagaimana Bapak/Ibu melakukan penilaian terhadap hasil menulis siswa dalam pembelajaran berbasis pendekatan komunikatif?
6. Apa tantangan yang Bapak/Ibu hadapi saat menerapkan pendekatan komunikatif dalam pembelajaran menulis, dan bagaimana solusi yang biasanya dilakukan?

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Lampiran 2: Pedoman Kisi-kisi Tes Menulis Siswa

Nama Siswa :

Kelas :

Hari/Tanggal :

1. Tulislah 3 benda yang kalian lihat di dalam kelas!
2. Tulislah makna (arti) dari kata-kata:
 - a. Gelas
 - b. Kursi
3. Gabungkan kata-kata berikut menjadi satu kelompok kata:
 - a. Bunga + Mawar
 - b. Air + Terjun
4. Buatlah kalimat sederhana menggunakan kata-kata berikut:
 - a. Ayah
 - b. Kelas
 - c. Sapu
5. Tulislah makna (arti) dari kalimat-kalimat berikut:
 - a Adik bermain di taman

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Lampiran 3: Dokumentasi Hasil Kegiatan Penelitian



Gambar 1.
Observasi Kegiatan Pembelajaran di dalam kelas



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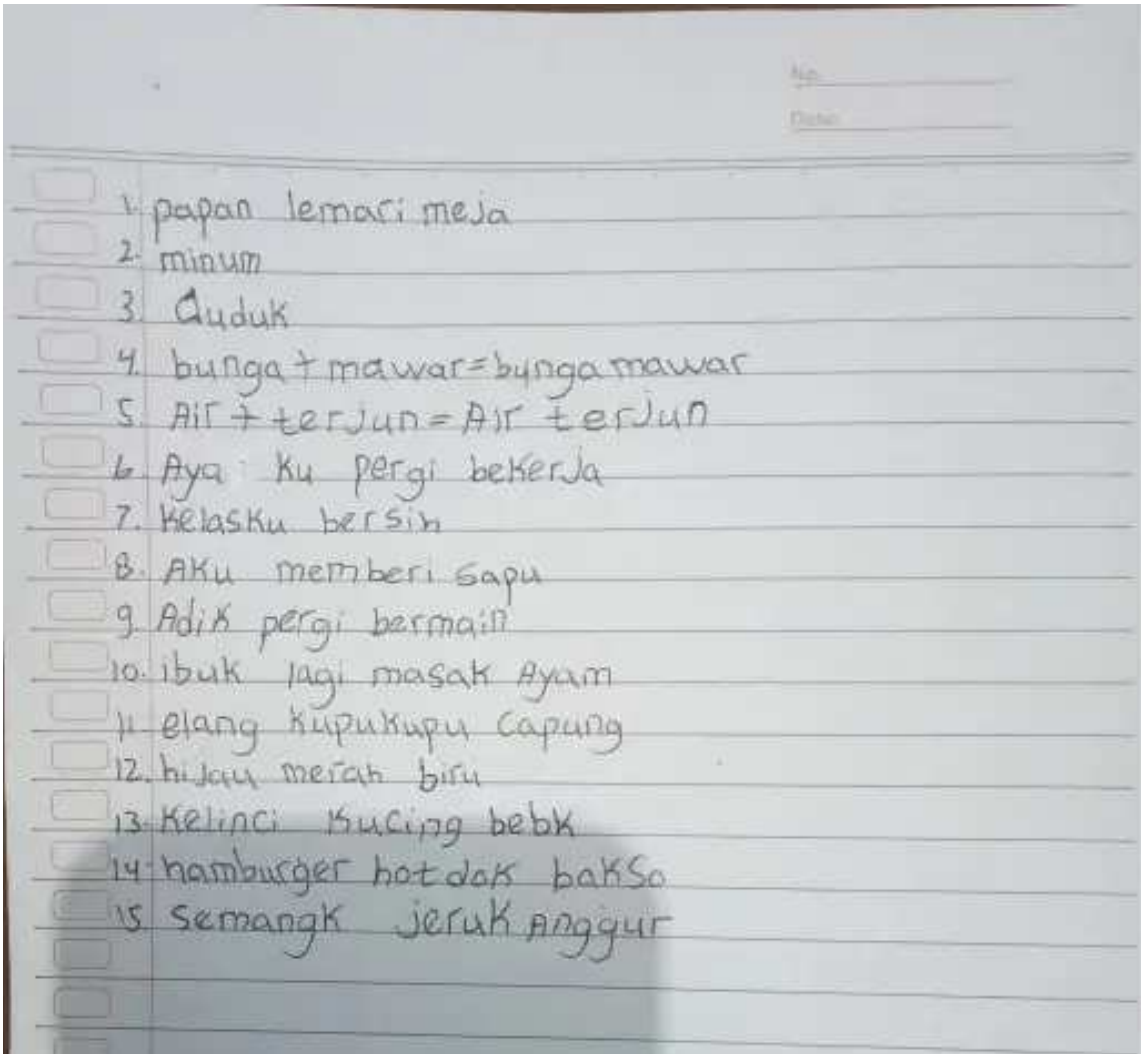
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Lampiran 4: Hasil Tes Menulis Siswa



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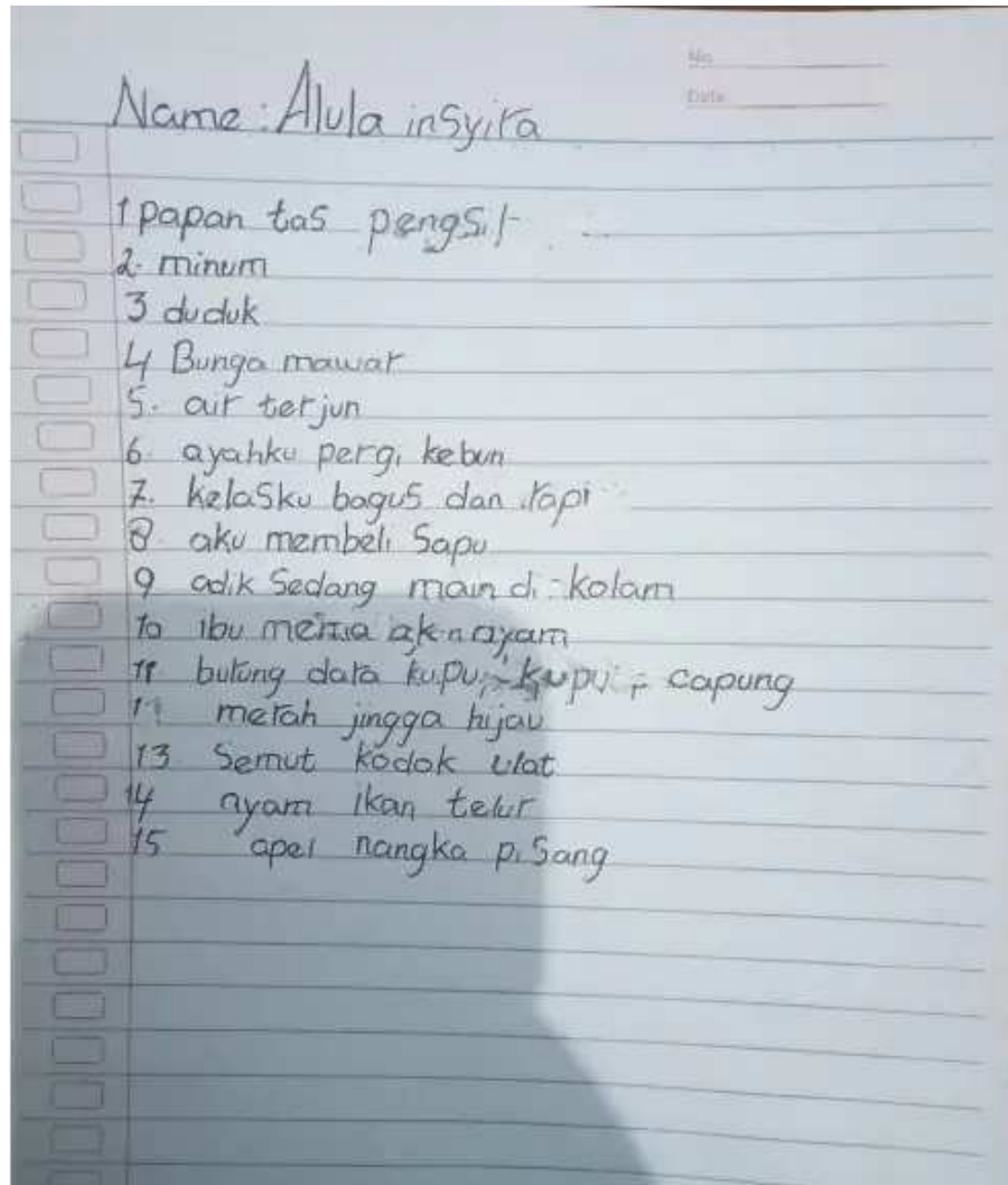
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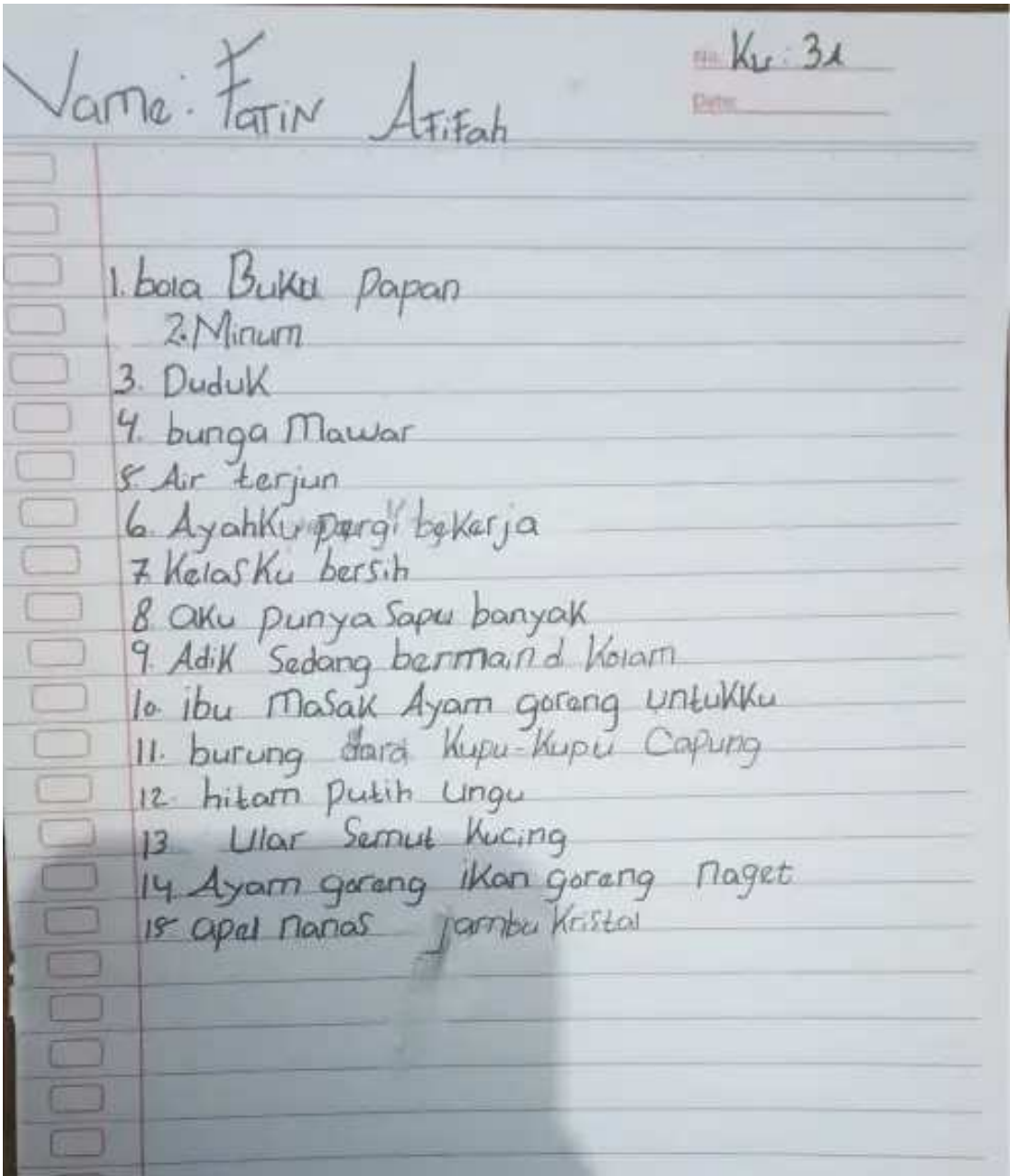
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Reject All

No	Date:
☐	Nama : Baiq Liza Zahratul Ambia
☐	
☐	1. ... pulpaibas kotak pengsil
☐	2. Minum
☐	3. duduk
☐	4. bunga mawar
☐	5. Air terjun
☐	6. Ayahku pintar
☐	7. Aku kelas 3A
☐	8. Aku Membeli Sapu
☐	9. Adik sedang main di taman
☐	10. Ibu memasak dapur
☐	11. burung hantu Kupu-kupu Lebah
☐	12. hijab ping ungu
☐	13. kucing bebek kelinci
☐	14. Ayam goreng - sate tempe
☐	15. Sebroben Semangka Apel
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Reject All

No	Nama	Tgl
3	Alifia	2025
1.	Bunga Bola BakSampah	
2.	untuk Minum 15 Nanas durian	
3.	untuk duduk Satera Bari	
4.	Bunga + mawar = Bung mawar	
5.	Air + terjun = Air terjun	
6.	Aku punya Ayah	
7.	Kelas ku Bersasih	
8.	Aku Ambil Sapu	
9.	Adik Aku bermain petak umpet	
10.	Ibu lagi Masak Ikan	
11.	Burungbanu Buru gagal kupukupu	

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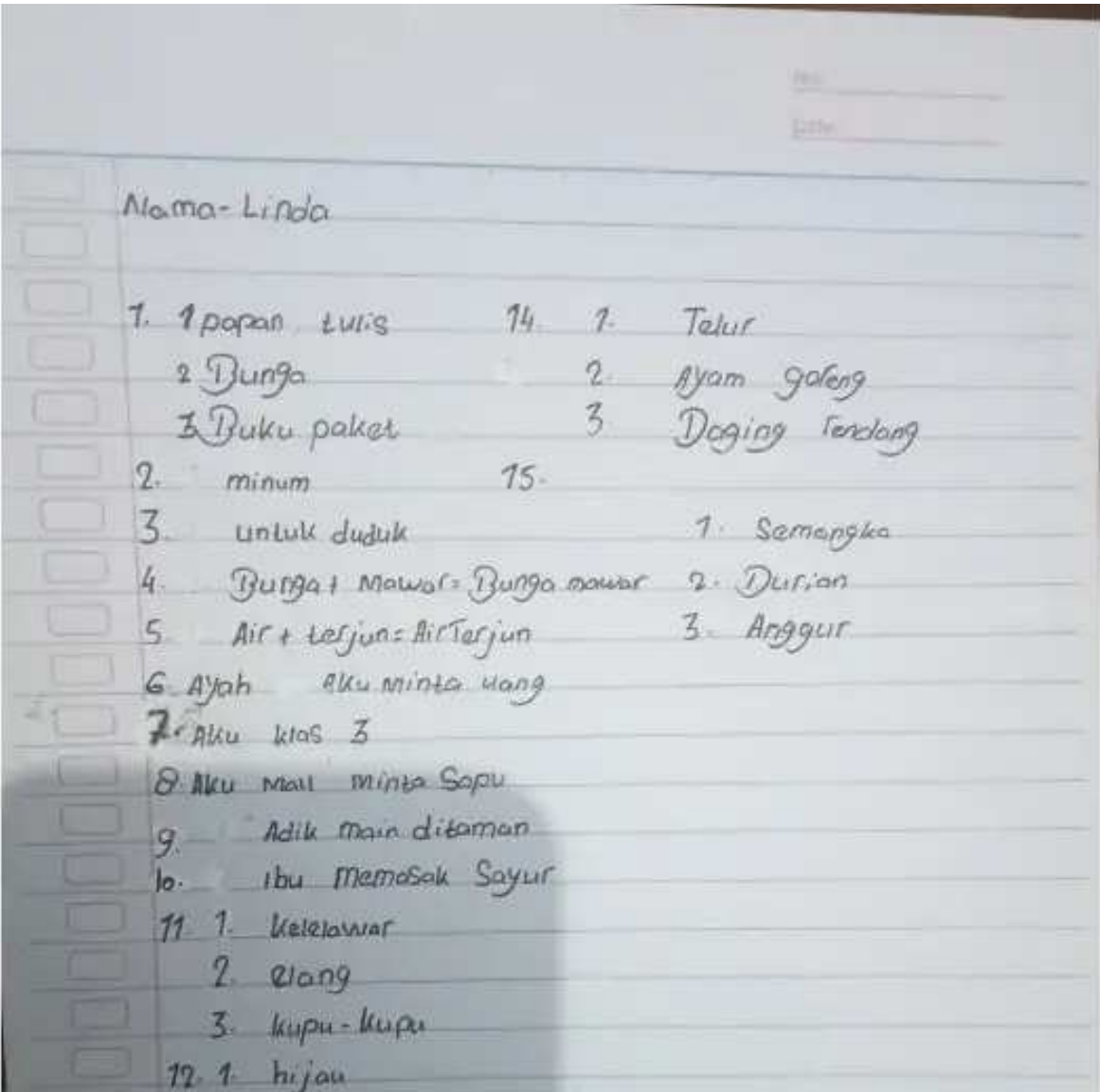
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Lampiran 5: RPP (Rencana Pelaksanaan Pembelajaran)

I. INFORMASI UMUM			
A. Identitas Sekolah			
Tahun Pembuatan	: 2023	Institusi	: SDN 1 Sakra Selatan
Jenjang	: SD/MI	Mata Pelajaran	: BAHASA INDONESIA
Tema	: Ayo, Main!	Kelas	: III (TIGA) Reguler
		Fase	: Fase B
Materi Pokok	: Bermain "Pulau Kursi, Membaca Teks "Lompat Tali", Mencari Ide Pokok pada Teks "Lompat Tali" dan 1. Memahami Perasaan Tio dalam Cerita "Lompat Tali"		
Alokasi Waktu	: 6 JP		
Kata Kunci	: menjura Berdentang berdegup siang bolong menyanggah menciut membesarkan hati buah tangancendera matadoktorarsitektur		
Capaian Pembelajaran	: Peserta didik memiliki kemampuan berbahasa untuk berkomunikasi dan bernalar, sesuai dengan tujuan, kepada teman sebaya dan orang dewasa tentang hal-hal menarik di lingkungan sekitarnya. Peserta didik menunjukkan minat terhadap teks, mampu memahami dan menyampaikan gagasan dari teks informatif, serta mampu mengungkapkan gagasan dalam kerja kelompok dan diskusi, serta memaparkan pendapatnya secara lisan dan tertulis. Peserta didik mampu meningkatkan penguasaan kosakata baru melalui berbagai kegiatan berbahasa dan bersastra dengan topik yang beragam. Peserta didik mampu membaca dengan fasih dan lancar.		
Fase B Berdasarkan Elemen			
Elemen		Capaian Pembelajaran	
Menyimak		Peserta didik mampu memahami ide pokok (gagasan) suatu pesan lisan, informasi dari media audio, teks aural (teks yang dibacakan dan/atau didengar), dan instruksi lisan yang berkaitan dengan tujuan berkomunikasi. Peserta didik mampu memahami dan memaknai teks narasi yang dibacakan atau dari media audio	
Membaca dan Memirsa		Peserta didik mampu memahami pesan dan informasi tentang kehidupan sehari-hari, teks narasi, dan puisi anak dalam bentuk cetak atau elektronik. Peserta didik mampu membaca kata-kata baru dengan pola kombinasi huruf yang telah dikenalnya dengan fasih. Peserta didik mampu memahami ide pokok dan ide pendukung pada teks informatif. Peserta didik mampu menjelaskan hal-hal yang dihadapi oleh tokoh cerita pada teks narasi. Peserta didik mampu memaknai kosakata baru dari teks yang dibaca atau tayangan	

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Prasyarat Keterampilan:

- e. Mampu berpartisipasi aktif dalam permainan "Pulau Kursi"
- f. Mampu membaca teks "Lompat Tali" dengan baik dan memahami isinya.
- g. Mampu menggunakan strategi pencarian ide pokok pada suatu teks.
- h. Mampu menganalisis perasaan karakter, khususnya perasaan Tio, dalam cerita "Lompat Tali".

C. Profil Pelajar Pancasila

- 1. Beriman dan Bertakwa kepada Tuhan yang Maha Esa
- 2. Bergotong Royong
- 3. Bernalar Kritis

D. Sarana dan Prasarana (Materi ajar, Alat dan bahan)**Materi Pokok**

- 1. Bermain "Pulau Kursi"
- 2. Membaca Teks "Lompat Tali"
- 3. Mencari Ide Pokok pada Teks "Lompat Tali"
- 4. Memahami Perasaan Tio dalam Cerita "Lompat Tali"

Media :**Media Pembelajaran**

- Buku Siswa
- Mainan sesuai kegiatan
- Karet gelang
- Alat tulis dan alat warna
- Kardus bekas kemasan makanan
- Lem, gunting, dan kertas warna
- Buku-buku bacaan • Internet

Sumber Belajar

Buku Siswa, video/ audio berisi berbagai contoh instruksi
 Buku Siswa dan sumber belajar lainnya
 Buku Siswa, buku bacaan anak lainnya

E. Target Peserta Didik

Perangkat ajar ini dapat digunakan guru untuk mengajar:

- 1. Peserta didik reguler/tipikal
- 2. Peserta didik dengan pencapaian tinggi
- 3. Peserta didik dengan kesulitan belajar

F. Tuntutan siswa

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- Melalui membaca nyaring, peserta didik dapat mengucapkan kata-kata yang terdiri dari tiga suku kata atau lebih dengan benar
- Melalui membaca teks, peserta didik mampu memilih ide pokok bacaan dengan tepat.
- Melalui membaca teks, peserta didik dapat menyebutkan perasaan tokoh dan menyebutkan perasaan sendiri tentang teks tersebut dengan percaya diri.

B. Pemahaman Bermakna / Pengalaman Bermakna

B. Pemahaman Bermakna (Pengalaman Bermakna): Rencanakan aktivitas atau pengalaman pembelajaran yang dapat memberikan pemahaman bermakna kepada siswa

1. Bermain "Pulau Kursi" dengan Makna:

- Siswa akan berpartisipasi dalam permainan "Pulau Kursi" dengan penekanan pada prinsip kerja sama dan bergotong-royong.
- Setelah bermain, siswa diminta untuk merenung dan berdiskusi tentang pengalaman mereka dalam bermain serta bagaimana konsep bergotong-royong tercermin dalam permainan tersebut.

2. Membaca Teks "Lompat Tali" dengan Interaktif:

- Siswa akan membaca teks "Lompat Tali" secara bergantian, kemudian berdiskusi kelompok untuk berbagi pemahaman dan menemukan makna tersembunyi dalam cerita.
- Diskusi kelas akan difasilitasi untuk memastikan pemahaman kolektif serta mengaitkan isi cerita dengan nilai-nilai Pancasila, seperti gotong-royong dan keberagaman.

3. Mencari Ide Pokok pada Teks "Lompat Tali":

- Siswa akan diberikan latihan mencari ide pokok dari teks "Lompat Tali" secara mandiri.
- Diskusi kelas akan fokus pada pemahaman ide pokok dan bagaimana ide tersebut dapat dihubungkan dengan pengalaman hidup siswa.

4. Simulasi Memahami Perasaan Tio:

- Siswa akan melakukan simulasi berperan sebagai karakter Tio dalam cerita "Lompat Tali".
- Melalui kegiatan ini, diharapkan siswa dapat lebih mendalam memahami perasaan Tio dan mengaitkannya dengan empati serta nilai-nilai moral yang terkandung dalam cerita.

C. Persiapan Pembelajaran

1. Guru menyiapkan bacaan atau materi dari buku paket, media cetak, media video, dan website.
2. Membaca materi pembelajaran
3. Menyiapkan lembar kerja peserta didik
4. Menyiapkan alat dan bahan yang digunakan dalam pembelajaran

D. Apersepsi

Demikian Media:

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Kegiatan Pembelajaran pekan ke-1 (12JP x 45 menit)	Alokasi Waktu
Kegiatan Pendahuluan Pembukaan: ✓ Mulailah dengan doa pembuka untuk mendapatkan keberkahan dalam pembelajaran. ✓ Sapaan dan salam kepada semua peserta didik. ✓ Absensi peserta untuk memastikan kehadiran. Bapak dan Ibu, ini adalah minggu pertama di kelas tiga. Peserta didik masih dalam masa transisi dari liburan ke sekolah. Karena itu, ajak mereka mengawali pembelajaran dengan penuh semangat dan antusias. Ajak peserta didik mengamati gambar pembuka tema. Tanyakan kepada mereka: • Bermain apa selama liburan? • Permainan apa yang kalian sukai? • Dengan siapa kalian memainkannya? • Mengapa kalian menyukainya? Tip Pembelajaran Perhatikan siapa tahu ada peserta didik yang tidak menikmati permainan dan liburan, misalnya karena sakit atau sedang mengalami kendala lain	20 menit
Kegiatan Inti Menyimak Bermain "Pulau Kursi" Alur Konten Capaian Pembelajaran Menyimak dengan saksama, memahami instruksi yang lebih kompleks. Tip Pembelajaran • Pertimbangkan kondisi kelas dan peserta didik. Jika kursi dianggap berisiko, benda lain bisa digunakan, misalnya kardus bekas. • Tata dulu kursi dengan posisi melingkar sebelum peserta didik masuk kelas. • Jika kursi tidak bisa digunakan, gambar kotak-kotak kecil seukuran kaki peserta didik di lantai dan peserta didik harus tetap berdiam di kotak itu. • Jika ada, gunakan alarm Inspirasi Kegiatan • Kegiatan ini bisa dilakukan bersamaan dalam satu waktu atau dibagi dua giliran.	510 menit

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• Gunakan buku berisi cerita lain untuk memperkaya pemahaman peserta didik tentang ide pokok dan ide pendukung. Kesalahan Umum Guru menyampaikan teori tentang ide pokok dan ide pendukung tanpa memberikan contoh. Contoh teks lain tentang ide pokok dan ide pendukung Ide pokok Ciri-ciri kelinci (atau jawaban alternatif lain yang sesuai) Ide pendukung Warnanya abu-abu, matanya besar, ekornya bulat, hidungnya basah dan selalu bergerak, bulunya tebal Aku punya kelinci. Warnanya abu-abu, matanya besar. Ekornya bulat, hidungnya basah dan selalu bergerakgerak. Kelinciku berbulu tebal, sehingga dia tidak kedinginan saat malam. ide: n rancangan yang tersusun di dalam pikiran, gagasan, cita-cita pokok: n ki yang terutama; yang sangat penting pendukung: n penyokong, pembantu; penunjang Membaca 1. Memahami Perasaan Tio dalam Cerita “Lompat Tali” Alur Konten Capaian Pembelajaran Menjelaskan perasaan dan sifat tokoh, latar cerita, kejadian-kejadian berdasarkan informasi dalam teks yang terus meningkat kerumitannya sesuai jenjang. Inspirasi Kegiatan Arahkan peserta didik untuk berdiskusi dengan teman. • Peserta didik memilih sebuah peristiwa yang mereka alami, yang menyenangkan maupun tidak. • Peserta didik menceritakan peristiwa itu dan perasaan mereka saat itu. • Temannya menanggapi dan bercerita tentang pengalamannya sendiri. Opsi Pembelajaran Berdiferensiasi: 1. Diferensiasi Konten: • Peserta Berkemampuan Rendah: • Berikan instruksi lebih sederhana sebelum permainan dimulai. • Gunakan benda-benda riil atau simbol untuk memantapkan	
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• Izinkan mereka untuk menggunakan bahan tulis atau catatan selama permainan. • Berikan kesempatan untuk menyajikan hasil observasi mereka secara lisan atau tertulis. • Peserta Berkemampuan Tinggi: • Dorong mereka untuk membuat laporan reflektif atau analisis tentang permainan. • Berikan proyek tugas tambahan yang menantang, seperti merancang permainan serupa.	
Catatan: Peserta didik bisa mempunyai jawaban lain selama masih masuk akal atau sesuai dengan konteks. Kreativitas dalam berpikir dengan sudut pandang yang berbeda akan membuka ruang diskusi dan proses berpikir tingkat tinggi. Guru kemudian mengembangkan peran membuat kesimpulan terbaik atas permasalahan yang ada berdasarkan sudut pandang.	
Kegiatan Penutup Apresiasi: Terima kasih kepada semua peserta didik yang telah aktif berpartisipasi dalam kegiatan "Pulau Kursi". Apresiasi juga untuk kerjasama dan semangat bermain yang telah membuat suasana kelas lebih hidup. Evaluasi: Mari kita evaluasi bersama bagaimana permainan "Pulau Kursi" berlangsung. Apakah semua peserta didik dapat mengikuti instruksi dengan baik? Apakah ada kendala atau hambatan yang ditemui? Evaluasi ini akan membantu kita meningkatkan kegiatan serupa di masa depan. Konsolidasi: Sekarang, mari kita konsolidasikan pengalaman kita dalam bermain "Pulau Kursi". Bagikan kesan dan pengalaman masing-masing peserta didik. Apa yang paling menyenangkan? Apa yang dapat diperbaiki untuk kegiatan serupa ke depan? Konsolidasi ini dapat menjadi sumber inspirasi untuk pengembangan kegiatan menyimak berikutnya. Penutup (Doa, Salam): Sebelum kita akhiri kegiatan ini, mari kita bersama-sama mengucapkan doa sebagai ungkapan rasa syukur atas keberhasilan kegiatan hari ini. Semoga kita selalu diberikan kesempatan untuk belajar dengan penuh kegembiraan. Terima kasih, dan salam sejahtera untuk kita semua.	10 menit

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No.	Kegiatan Inti	Penilaian Pengetahuan
1	Menyimak Bermain "Pulau Kursi"	Tes tertulis tentang konsep menyimak

Penilaian Keterampilan (Proyek):

No.	Kegiatan Inti	Penilaian Keterampilan
1	Menyimak Bermain "Pulau Kursi"	Proyek Presentasi tentang pengalaman bermain

Lembar Penilaian Diri Peserta Didik

Nama Sekolah :
Kelas/Semester :
Petunjuk: Berilah tanda centang (√) pada kolom 1 (tidak pernah), 2 (kadang-kadang), 3 (sering), atau 4 (selalu) sesuai keadaan kalian yang sebenarnya

No	Pernyataan	1	2	3	4
1	Saya selalu berdoa sebelum melakukan aktivitas.				
2	Saya beribadah tepat waktu.				
3	Saya tidak mengganggu teman saya yang beragama lain berdoa sesuai agamanya.				
4	Saya berani mengakui kesalahan saya.				
5	Saya menyelesaikan tugas-tugas tepat waktu.				
6	Saya berani menerima resiko atas tindakan yang saya lakukan.				
7	Saya mengembalikan barang yang saya pinjam.				
8	Saya meminta maaf jika saya melakukan kesalahan.				
9	Saya melakukan praktikum sesuai dengan langkah yang ditetapkan.				
10	Saya datang kesekolah tepat waktu.				

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