

## **ABSTRACT**

### **The Development of Learning Material by Pictorial Media for Description Writing Subject at Class IV Elementary School**

**Zakiyanur**

One of problems that being encountered by students at elementary school in Indonesian Language subject matter, sub-subject description writing, are improper learning material for basic competency that stated in curriculum. Thus, it is necessary to develop learning material for description writing that can help students to comprehend the subject according to writing stages that are pre-writing, writing, and post-writing. In this study, writer develops learning material for description writing by pictorial media that intended to accomplish the objective of learning. The objective that will be accomplished from this effort is to create learning material for description writing by pictorial media which is valid, practical, and effective.

This study was research and development research. Development model that applied was 4-D model that consisted of define, design, development, and disseminate. Research data from validity testing was obtained by validation form of learning material and learning implementation plan (RPP) that had been validated by three expert valiators and three practice valiators. Practicality data was collected by learning implementation plan observation forms and questionnaire of teacher and student responses. Effectiveness was determined through learning process of description writing and learning outcome of student.

Study finding in define stage was obtained by curriculum analysis, requirement analysis and student analysis. Design stage was resulted in learning material plan with pictorial media. RPP validation results in development stage were averagely 3.90 with category of strongly valid and learning material validation of 3.83 with category of very valid. Observation of RPP implementation was scored of 95% with category of very practice. Questionnaire of teacher's respon was 92.5% with category of very practice, and questionnaire of student's respon was 91.65% with category of very practice. Student's activity assessment was averagely 82.61% in trial stage and 82.34% in disseminate stage with category of very good. Therefore, it can be concluded that learning material by pictorial media for description writing is valid, practice, and effective. ii

## **ABSTRAK**

### **Pengembangan Bahan Ajar Menulis Deskripsi dengan Media Gambar di Kelas IV Sekolah Dasar**

**Zakiyanur**

Salah satu masalah yang dihadapi peserta didik Sekolah Dasar dalam pembelajaran Bahasa Indonesia khususnya menulis deskripsi adalah bahan ajar yang digunakan belum sesuai dengan kebutuhan Kompetensi Dasar yang terdapat dalam kurikulum. Untuk itu, perlu dikembangkan bahan ajar menulis deskripsi yang dapat membantu peserta didik untuk memahami pembelajaran sesuai dengan tahapan menulis yaitu pramenulis, saat menulis, dan pascamenulis . Pada penelitian ini dikembangkan bahan ajar menulis deskripsi dengan media gambar yang diharapkan dapat mencapai sasaran tersebut. Tujuan yang yang hendak dicapai dari upaya pengembangan ini adalah menghasilkan bahan ajar menulis deskripsi dengan media gambar yang valid, praktis, dan efektif.

Penelitian ini adalah penelitian pengembangan (*research and development*). Model pengembangan yang digunakan adalah model 4-D yang terdiri dari pendefinisian (*define*), perancangan (*design*), pengembangan (*development*), dan penyebaran (*disseminate*). Data penelitian dari uji validitas diperoleh melalui lembar validasi bahan ajar dan Rencana Pelaksanaan Pembelajaran yang telah divalidasi oleh tiga orang validator ahli dan tiga orang validator praktisi. Data kepraktisan dikumpul melalui lembar observasi keterlaksanaan Rencana Pelaksanaan Pembelajaran, angket respon guru dan peserta didik. Keefektifan dilihat dari proses pembelajaran menulis deskripsi dan hasil belajar peserta didik.

Hasil penelitian tahap *define* diperoleh melalui analisis kurikulum, analisis kebutuhan dan analisis peserta didik. Tahap *design* telah menghasilkan rancangan bahan ajar dengan media gambar. Hasil validasi RPP pada tahap *develop* rata-rata 3,90 dengan kategori sangat valid, validasi bahan ajar rata-rata 3,83 dengan kategori sangat valid. Observasi keterlaksanaan RPP memperoleh 95% dengan kategori sangat praktis. Angket respon guru 92,5% dengan kategori sangat praktis, angket respon peserta didik 91,65% dengan kategori sangat praktis. Penilaian aktivitas peserta didik rata-rata 82,61% pada tahap uji coba dan 82,34% pada tahap *disseminate* dengan kategori sangat baik.. Dengan demikian, disimpulkan bahwa bahan ajar menulis deskripsi dengan media gambar telah dinyatakan valid, praktis, dan efektif.