

**PENGARUH METODE *GUIDED WRITING*
BERBANTUAN KARTU BERGAMBAR TERHADAP
AUTONOMOUS LEARNING KETERAMPILAN
MENULIS TEKS DESKRIPSI PADA SISWA
KELAS III SD DI GUGUS VI GIANYAR
TAHUN AJARAN 2024/2025**

Oleh

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ABSTRAK

Autonomous learning adalah salah satu sikap penting yang harus dimiliki oleh seorang siswa agar tidak selalu bergantung terhadap orang lain atau guru. Sikap tersebut diperlukan oleh siswa agar dapat disiplin terhadap dirinya dan memiliki rasa tanggung jawab dalam konteks belajar khususnya dalam menulis teks deskripsi. Menulis teks deskripsi bertujuan untuk menggambarkan suatu objek atau peristiwa dalam bentuk tulisan. Rendahnya *autonomous learning* keterampilan menulis teks deskripsi siswa disekolah dasar disebabkan oleh beberapa hal, salah satunya yaitu kurangnya penerapan metode pembelajaran yang efektif didalam proses pembelajaran. Melihat dari hal tersebut, dilakukan penelitian yang bertujuan untuk mengetahui pengaruh metode *guided writing* berbantuan kartu bergambar terhadap *autonomous learning* keterampilan menulis teks deskripsi. Pendekatan penelitian ini adalah pendekatan kuantitatif dengan jenis penelitian *quasi ecperimental* menggunakan rancang *non-equivalent control grup*. Populasi penelitian mencakup seluruh siswa kelas III SD di Gugus VI Gianyar tahun ajaran 2024/2025 dengan total 117 siswa yang tersebar di lima kelas. Sampel dipilih melalui Teknik cluster random sampling, menghasilkan 49 siswa yang terdiri dari 25 siswa kelas III di SD Negeri 3 Tulikup sebagai kelompok eksperimen dan 24 siswa kelas III di SD Negeri 5 Tulikup sebagai kelas kontrol. Data penelitian berfokus pada *autonomous learning* keterampilan menulis teks deskripsi yang diukur menggunakan metode non-tes berupa kuisioner, kemudian dianalisis mealui uji statistika inferensial (independent sampel t-test). Berdasarkan hasil analisis data diperoleh nilai t_{hitung} sebesar 6,832. Adapun nilai t_{tabel} pada taraf signifikansi 5% pada uji-t dengan dk 47 adalah 2,012, sehingga perbandingan $t_{hitung} > t_{tabel}$ yaitu $6,832 > 2,009$, yang menunjukkan bahwa H_0 di tolak dan H_a diterima. Maka dapat disimpulkan bahwa metode *guided writing* berbantuan kartu bergambar dapat meningkatkan *autonomous learning* keterampilan menulis teks deskripsi.

Kata-kata kunci : Metode *guided writing*, kartu bergambar, *autonomous learning*, keterampilan menulis teks deskripsi.

**THE EFFECT OF GUIDED WRITING
METHOD ASSISTED BY PICTURE CARDS ON
AUTONOMOUS LEARNING OF DESCRIPTIVE TEXT
WRITING SKILLS IN CLASS III ELEMENTARY
SCHOOL STUDENTS IN GUGUS VI GIANYAR
IN THE 2024/2025 ACADEMIC YEAR**

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ABSTRACT

Autonomous learning is one of the important attitudes that must be possessed by a student so as not to always depend on other people or teachers. This attitude is needed by students so that they can be disciplined towards themselves and have a sense of responsibility in the context of learning, especially in writing descriptive texts. Writing descriptive texts aims to describe an object or event in written form. The low autonomous learning skills of writing descriptive texts of students in elementary schools are caused by several things, one of which is the lack of application of effective learning methods in the learning process. Seeing this, a study was conducted that aimed to determine the effect of the guided writing method assisted by picture cards on autonomous learning of descriptive text writing skills. The approach to this research is a quantitative approach with a quasi-experimental research type using a non-equivalent control group design. The study population included all third-grade elementary school students in Cluster VI Gianyar in the 2024/2025 academic year with a total of 117 students spread across five classes. The sample was selected using the cluster random sampling technique, resulting in 49 students consisting of 25 third-grade students at SD Negeri 3 Tulikup as the experimental group and 24 third-grade students at SD Negeri 5 Tulikup as the control class. The research data focused on autonomous learning descriptive text writing skills measured using a non-test method in the form of a questionnaire, then analyzed through inferential statistical tests (independent sample t-test). Based on the results of data analysis, the t-count value is 6.832. The t-table value at a significance level of 5% in the t-test with dk 47 is 2.012, so the comparison of t-count > t-table is $6.832 > 2.009$, which indicates that H_0 is rejected and H_a is accepted. So it can be concluded that the guided writing method assisted by picture cards can improve autonomous learning skills in writing descriptive texts.

Keywords : Guided writing method, picture cards, autonomous learning, descriptive text writing skills.