

ABSTRAK

Salfa Aulia Fitriyah, Penggunaan Media *E-Book* dengan Model *Directed Reading Thinking Activity*(DRTA) untuk meningkatkan literasi sastra pada siswa fase B akhir. Skripsi, Program Studi Pendidikan Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (1) Dr. Heny Kusuma Widyaningrum, M.Pd. Pembimbing (2) Dr. Dewi Tryanasari, S.Pd., M.Pd.

Penelitian ini bertujuan untuk meningkatkan kemampuan literasi sastra siswa Fase B akhir melalui penggunaan media *e-book* dengan model *Directed Reading Thinking Activity* (DRTA). Latar belakang penelitian adalah rendahnya kemampuan literasi sastra dan kurang menariknya media pembelajaran yang digunakan guru. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus di SDN Klagenserut 1, dengan subjek siswa kelas 3. Hasil penelitian menunjukkan bahwa penerapan model DRTA dengan media *e-book* mampu meningkatkan pemahaman siswa terhadap teks sastra, terlihat dari peningkatan ketuntasan belajar dari 42,86% pada siklus I menjadi 64,29% pada siklus II. Penggunaan *e-book* memungkinkan siswa mengakses bacaan dengan lebih menarik dan mandiri, sementara model DRTA melatih siswa untuk berpikir kritis dan memprediksi isi bacaan. Kolaborasi antara guru dan peneliti dalam perencanaan dan pelaksanaan pembelajaran berkontribusi pada efektivitas proses belajar. Penelitian ini menyimpulkan bahwa kombinasi media *e-book* dan model DRTA efektif dalam meningkatkan literasi sastra siswa sekolah dasar.

Kata kunci: Kemampuan literasi Sastra, Media *E-Book* dan Model DRTA

ABSTRACT

Salfa Aulia Fitriyah, The Use of E-Book Media with the Directed Reading Thinking Activity (DRTA) Model to Improve Literary Literacy in Final Phase B Students. Thesis, Elementary School Education Study Program, FKIP, PGRI Madiun University. Supervisor (1) Dr. Heny Kusuma Widyaningrum, M.Pd. Supervisor (2) Dr. Dewi Tryanasari, S.Pd., M.Pd.

This study aims to improve the literary literacy skills of final-stage Phase B students through the use of e-books with the Directed Reading Thinking Activity (DRTA) model. The background of the study was low literary literacy skills and the lack of engaging learning media used by teachers. This study used the Classroom Action Research (CAR) method, implemented in two cycles at SDN Klagenserut 1, with third-grade students as subjects. The results showed that the implementation of the DRTA model with e-books was able to improve students' understanding of literary texts, as evidenced by an increase in learning completion from 42.86% in cycle I to 64.29% in cycle II. The use of e-books allows students to access reading materials more interestingly and independently, while the DRTA model trains students to think critically and predict the content of the reading. Collaboration between teachers and researchers in planning and implementing learning contributed to the effectiveness of the learning process. This study concluded that the combination of e-books and the DRTA model was effective in improving the literary literacy of elementary school students.

Keywords: Literature Literacy Skills, E-Book Media, and DRTA Model