

ABSTRAK

Kristin Sri Rahayu 2025. Peningkatan Keterampilan Membaca Indah Puisi Anak Melalui Model Pembelajaran SAVI pada Siswa Kelas IV SDN 1 Bodor Kecamatan Pace Kabupaten Nganjuk. Tesis. Program Studi Pendidikan Bahasa dan Sastra Indonesia, Program Pascasarjana, Universitas PGRI Madiun, Pembimbing: (I) Dr Lulus Irawati, S.S,M.Pd, (II) Sigit Ricahyono, S.S,M.Pd.

Kata Kunci: Keterampilan Membaca, Puisi, Model Pembelajaran SAVI,

Penelitian ini bertujuan untuk meningkatkan keterampilan membaca indah puisi anak pada siswa kelas IV SDN 1 Bodor Kecamatan Pace Kabupaten Nganjuk melalui penerapan model pembelajaran SAVI (Somatis, Auditori, Visual, Intelektual). Rendahnya keterampilan membaca puisi yang meliputi aspek lafal, intonasi, ekspresi, dan penghayatan menjadi latar belakang dilakukannya penelitian ini.

Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan desain model Kemmis dan Mc Taggart yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat tahapan yaitu perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas IV SDN 1 Bodor yang berjumlah 23 siswa. Teknik pengumpulan data dilakukan melalui observasi, tes kinerja membaca puisi, dan dokumentasi. Analisis data menggunakan teknik deskriptif kualitatif dan kuantitatif untuk mengukur peningkatan keterampilan membaca indah puisi.

Hasil penelitian menunjukkan adanya peningkatan keterampilan membaca indah puisi anak secara signifikan. Pada kondisi awal, persentase ketuntasan klasikal siswa sebesar 39%. Setelah dilaksanakan tindakan siklus I, ketuntasan meningkat menjadi 70%, dan pada siklus II mencapai 100%. Peningkatan terlihat pada seluruh aspek penilaian meliputi ketepatan lafal, intonasi, ekspresi wajah, dan penghayatan. Model pembelajaran SAVI terbukti efektif karena melibatkan siswa secara aktif melalui aktivitas fisik (somatis), mendengarkan (auditori), mengamati (visual), dan berpikir (intelektual), sehingga pembelajaran menjadi lebih bermakna dan menyenangkan. Penelitian ini merekomendasikan penerapan model SAVI sebagai alternatif pembelajaran membaca puisi di sekolah dasar.

ABSTRACT

Kristin Sri Rahayu 2025. Improving Children's Poetry Speaking Skills Through the SAVI Learning Model in Fourth Grade Students at SDN 1 Bodor, Pace District, Nganjuk Regency. Thesis. Indonesian Language and Literature Education Study Program, Postgraduate Program, PGRI Madiun University. Advisors: (I) Dr. Lulus Irawati, S.S., M.Pd., (II) Sigit Ricahyono, S.S., M.Pd.

Keywords: *Reading Skills, Poetry Recitation, SAVI Learning Model,*

This study aims to improve children's poetry expressive reading skills among fourth grade students at SDN 1 Bodor, Pace District, Nganjuk Regency through the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) learning model. The low level of poetry reading skills, encompassing aspects of pronunciation, intonation, expression, and appreciation, served as the background for conducting this research.

The research method employed was Classroom Action Research (CAR) using the Kemmis and McTaggart model design, implemented in two cycles. Each cycle consisted of four stages: planning, action implementation, observation, and reflection. The research subjects were fourth grade students at SDN 1 Bodor, totaling 23 students. Data collection techniques were conducted through observation, poetry reading performance tests, and documentation. Data analysis utilized qualitative and quantitative descriptive techniques to measure improvements in expressive poetry reading skills.

The research findings indicated a significant improvement in children's poetry expressive reading skills. In the initial condition, the classical completion percentage of students was 39%. After implementing cycle I intervention, the completion rate increased to 70%, and in cycle II reached 100%. Improvements were observed across all assessment aspects including pronunciation accuracy, intonation, facial expression, and appreciation. The SAVI learning model proved effective as it actively engaged students through physical activities (somatic), listening (auditory), observing (visual), and thinking (intellectual), making the learning process more meaningful and enjoyable. This study recommends the implementation of the SAVI model as an alternative approach for teaching poetry reading in elementary schools.