

ABSTRAK

Rahmawati, Anis. 2025. *Peningkatan Kemampuan Menulis Dan Membaca Puisi Melalui Pembelajaran Diferensiasi Dengan Teknik Kolaboratif Pada Siswa Kelas 4 SDN Megale III Kedungadem Bojonegoro*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Marheny Lukitasari, M.Pd.; (II) Dr. Erlik Widiyani Styati, M.Pd.

Kata kunci: pembelajaran diferensiasi, teknik kolaboratif, menulis puisi, membaca puisi.

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis dan membaca puisi melalui penerapan pembelajaran diferensiasi dengan teknik kolaboratif pada siswa kelas IV SDN Megale III Kedungadem Bojonegoro. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, yang masing-masing siklus meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 7 orang siswa kelas IV.

Teknik pengumpulan data dilakukan melalui observasi, tes keterampilan menulis dan membaca puisi, wawancara, serta dokumentasi. Analisis data dilakukan secara deskriptif kualitatif dan kuantitatif untuk mengetahui peningkatan kemampuan siswa dan kualitas proses pembelajaran.

Hasil penelitian menunjukkan bahwa penerapan pembelajaran diferensiasi yang dipadukan dengan teknik kolaboratif mampu meningkatkan kemampuan menulis dan membaca puisi siswa secara signifikan. Pada pra siklus, nilai rata-rata kelas berada pada kategori kurang. Setelah penerapan tindakan pada siklus I, kemampuan siswa meningkat ke kategori cukup. Selanjutnya, pada siklus II terjadi peningkatan yang lebih optimal dengan nilai rata-rata kelas mencapai kategori baik. Peningkatan terlihat pada aspek menulis puisi, meliputi kesesuaian tema, pemilihan diksi, imajinasi, struktur puisi, dan keutuhan makna, serta pada aspek membaca puisi yang meliputi lafal, intonasi, ekspresi, kelancaran, dan kepercayaan diri.

ABSTRACT

Rahmawati, Anis. 2025. *Improving Poetry Writing and Reading Skills Through Differentiated Learning with Collaborative Techniques in Grade 4 Students of SDN Megale III Kedungadem Bojonegoro*. Thesis. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Marheny Lukitasari, M.Pd.; (II) Dr. Erlik Widiyani Styati, M.Pd.

Keywords: differentiated instruction, collaborative technique, poetry writing, poetry reading

This study aimed to improve students' poetry writing and poetry reading skills through the implementation of differentiated instruction combined with collaborative techniques for fourth-grade students at SDN Megale III Kedungadem, Bojonegoro. The study employed Classroom Action Research conducted in two cycles, each consisting of planning, action implementation, observation, and reflection stages. The research subjects were seven fourth-grade students.

Data were collected through observation, poetry writing and reading skill tests, interviews, and documentation. Data analysis was carried out using descriptive qualitative and quantitative methods to examine improvements in students' abilities and the quality of the learning process.

The results of the study indicated that the application of differentiated instruction integrated with collaborative techniques significantly improved students' poetry writing and reading skills. In the pre-cycle stage, the class average score was categorized as low. After the implementation of actions in Cycle I, students' abilities improved to a fair category. Furthermore, in Cycle II, a more optimal improvement was achieved, with the class average score reaching a good category. Improvements were observed in poetry writing aspects, including theme relevance, diction selection, imagination, poetic structure, and coherence of meaning, as well as in poetry reading aspects, such as pronunciation, intonation, expression, fluency, and self-confidence.