

ABSTRAK

Welly Mianasari. 2026. *Peningkatan Keterampilan Menulis Pantun Melalui Metode Experience Based Learning Dengan Media Kartu Bercerita Pada Siswa Kelas V SDN Sombo Kecamatan Poncol Kabupaten Magetan.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr.V.Teguh Suharto M.Pd.; (II) Dr. Ermi Andriyani Meikayanti M.Pd.

Kata kunci: menulis, pantun, *Experience Based Learning* dan kartu bercerita

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan (1) penerapan pembelajaran menulis pantun anak melalui metode *experience based learning* dengan media kartu bercerita pada siswa Kelas V SDN Sombo Kecamatan Poncol Kabupaten Magetan dan (2) hasil belajar siswa dalam pembelajaran menulis pantun anak melalui metode *experience based learning* dengan media kartu bercerita pada siswa Kelas V SDN Sombo Kecamatan Poncol Kabupaten Magetan. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan dua siklus. Hasil penelitian ini adalah (1) Penerapan Metode *experience based learning* dengan media Kartu bercerita dilaksanakan dengan baik, hal ini diketahui dari skor pengamatan aktivitas yang dilaksanakan oleh guru dan siswa dari siklus I ke siklus II mengalami peningkatan. Untuk aktivitas guru pada siklus I nilai akhir yang diperoleh ialah 75 (sedang) dan mengalami peningkatan pada siklus II menjadi 90 (tinggi) dan aktivitas siswa pada siklus I nilai akhir diperoleh ialah 70 (sedang) dan mengalami peningkatan pada siklus II yakni 87,5 (tinggi), dan (2) hasil belajar dalam pembelajaran menulis pantun anak melalui metode *experience based learning* dengan media kartu bercerita pada siswa Kelas V SDN Sombo Kecamatan Poncol Kabupaten Magetan mengalami peningkatan setelah menerapkan metode *experience based learning* dengan media Kartu bercerita, yang ditandai dengan presentase ketuntasan belajar pada setiap siklus. Presentase ketuntasan nilai siswa pada siklus I yakni 50% (rendah) dan mengalami peningkatan yang cukup banyak menjadi 79,17% (sangat tinggi) pada perolehan siklus II. Nilai rata-rata kelas pada siklus I yaitu 71,67 (sedang) dan mengalami peningkatan menjadi 76,25 (tinggi) pada siklus II.

ABSTRACT

Welly Mianasari. 2026. *Improving Pantun-Writing Skills Through the Experience-Based Learning Method Using Storytelling Card Media among Fifth-Grade Students of SDN Sombo, Poncol District, Magetan Regency.* Thesis. Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Dr. V. Teguh Suharto, M.Pd.; (II) Dr. Ermi Andriyani Meikayanti, M.Pd.

Keywords: *Writing, Pantun, Experience-Based Learning, Storytelling cards*

This study aims to describe and explain: (1) the implementation of children's pantun-writing instruction through the Experience-Based Learning method using storytelling card media among fifth-grade students of SDN Sombo, Poncol District, Magetan Regency; and (2) the students' learning outcomes in children's pantun-writing instruction through the Experience-Based Learning method using storytelling card media among fifth-grade students of SDN Sombo, Poncol District, Magetan Regency.

This study employed classroom action research conducted in two cycles. The results of the study indicate that: (1) the implementation of the Experience-Based Learning method using storytelling card media was carried out effectively, as evidenced by the improvement in the observed activities of both teachers and students from Cycle I to Cycle II. The teacher activity score in Cycle I was 75, categorized as moderate, and increased to 90, categorized as high, in Cycle II. Similarly, the student activity score increased from 70, categorized as moderate, in Cycle I to 87.5, categorized as high, in Cycle II; and (2) students' learning outcomes in children's pantun writing improved after the implementation of the Experience-Based Learning method using storytelling card media. This improvement was indicated by the percentage of students achieving learning mastery in each cycle. The percentage of learning mastery in Cycle I was 50%, categorized as low, and increased substantially to 79.17%, categorized as very high, in Cycle II. The class average score also increased from 71.67, categorized as moderate, in Cycle I to 76.25, categorized as high, in Cycle II.