

ABSTRAK

Wahyu Pratama Putri Lestari. 2026. *Penggunaan Metode Literasi Berbantuan Media Kartu Cerita Acak guna Meningkatkan Kemampuan Memahami Paragraf pada Siswa Kelas IV SD Negeri Panekan 1 Kecamatan Panekan Kabupaten Magetan.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Panji Kuncoro Hadi, SS.,M.Pd., Pembimbing II: Dr. Dwi Rahman Soleh, M.Pd

Kata kunci: *metode literasi*, kartu cerita acak, pemahaman paragraf, penelitian tindakan kelas, sekolah dasar

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan memahami paragraf siswa kelas IV SD Negeri Panekan 1, Kabupaten Magetan, yang terlihat dari kesulitan menentukan ide pokok, memahami hubungan antarkalimat, serta membuat inferensi dari teks bacaan. Tujuan penelitian adalah meningkatkan kemampuan memahami paragraf melalui metode literasi berbantuan media kartu cerita acak. Penelitian Tindakan Kelas ini dilaksanakan dalam dua siklus dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas IV. Pengumpulan data menggunakan tes pemahaman paragraf, lembar observasi aktivitas literasi, dan catatan lapangan, yang dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa kemampuan memahami paragraf siswa meningkat secara bermakna setelah diberikan tindakan. Penggunaan kartu cerita acak mendorong siswa untuk menyusun ulang potongan cerita menjadi paragraf utuh, sehingga mereka lebih mudah mengidentifikasi kalimat utama dan kalimat penjelas, serta menarik simpulan secara logis. Aktivitas literasi yang dilakukan secara kolaboratif juga meningkatkan keaktifan dan kemandirian siswa dalam menggali informasi dari teks. Pencapaian indikator kinerja pada akhir siklus telah melampaui kriteria ketuntasan minimal yang ditetapkan. Kesimpulannya, metode literasi berbantuan media kartu cerita acak efektif dan dapat dijadikan strategi inovatif untuk meningkatkan kemampuan memahami paragraf di sekolah dasar.

ABSTRACT

Wahyu Pratama Putri Lestari. 2026. *The Use of Literacy Method Assisted by Scrambled Story Card Media to Improve Paragraph Comprehension Ability in Fourth-Grade Students of SD Negeri Panekan 1, Kabupaten Magetan* Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Dr. Panji Kuncoro Hadi, SS.,M.Pd, Supervisor II: Dr. Dwi Rahman Soleh, M.Pd

Keywords: literacy method, scrambled story cards, paragraph comprehension, classroom action research, elementary school.

This research is motivated by the low ability to comprehend paragraphs among fourth-grade students at SD Negeri Panekan 1, Kabupaten Magetan, as shown by difficulties in determining main ideas, understanding sentence relationships, and making inferences from reading texts. The objective is to improve paragraph comprehension ability through a literacy method assisted by scrambled story card media. This Classroom Action Research was conducted in two cycles consisting of planning, implementation, observation, and reflection. The subjects were fourth-grade students. Data were collected through paragraph comprehension tests, observation sheets on literacy activities, and field notes, then analyzed using descriptive quantitative and qualitative methods. The findings indicate that students' paragraph comprehension ability improved meaningfully after the intervention. The use of scrambled story cards encouraged students to rearrange story fragments into coherent paragraphs, making it easier for them to identify main and supporting sentences, and to draw logical conclusions. Collaborative literacy activities also increased student activeness and independence in extracting information from texts. The achievement of performance indicators by the end of the cycles exceeded the established minimum mastery criteria. In conclusion, the literacy method assisted by scrambled story card media is effective and can serve as an innovative strategy for improving paragraph comprehension ability in elementary schools..