

ABSTRAK

Vivi Ratnawati. 2026. *Peningkatan Kemampuan Membaca Nyaring Menggunakan Metode Drill Berbantuan Media Gambar Pada Siswa Kelas V SD Negeri Jogoroto Kecamatan Jogoroto Kabupaten Jombang. Tesis.* Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof.Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Aris Wuryantoro, M.Hum.

Kata kunci: *Membaca, Nyaring, Metode Drill, dan Media Gambar*

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan (1) penggunaan metode *drill* berbantuan media visual dapat meningkatkan keterampilan membaca nyaring siswa kelas V SD Negeri Jogoroto Kecamatan Jogoroto Kabupaten Jombang, dan (2) hasil belajar siswa kelas V SD Negeri Jogoroto Kecamatan Jogoroto Kabupaten Jombang dalam pembelajaran membaca nyaring menggunakan metode *drill* berbantuan media visual. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan dua siklus. Hasil penelitian ini adalah (1) penggunaan metode *drill* berbantuan media visual pada pembelajaran membaca nyaring di kelas V SD Negeri Jogoroto Kecamatan Jogoroto Kabupaten Jombang dapat disimpulkan bahwa nilai aktivitas guru selama mengelola pembelajaran dengan menggunakan metode *drill* pada materi membaca nyaring teks adalah 69,11% dalam kategori baik. Siklus II sebesar 91,17% dalam kategori baik sekali. Nilai aktivitas siswa terhadap materi membaca nyaring teks dengan menerapkan metode *drill* untuk meningkatkan kemampuan membaca nyaring siswa pada siklus I adalah 77,94% dengan kategori baik, siklus II sebesar 95,58% dengan kategori baik sekali, (2) Hasil belajar siswa kelas V SD Negeri Jogoroto Kecamatan Jogoroto Kabupaten Jombang menggunakan metode *drill* berbantuan media visual dapat meningkatkan kemampuan membaca nyaring siswa atau ketuntasan belajar siswa. Hal ini terlihat dari hasil analisis 3 orang siswa yang belum mencapai ketuntasan secara individu, sedangkan jumlah siswa yang tuntas 20 orang dengan persentase 86,95% baik secara individu maupun klasikal. Berdasarkan analisis tersebut siswa sudah mencapai KKTP yang telah ditetapkan. xvi

ABSTRACT

Vivi Ratnawati. 2026. *Improving Reading Aloud Ability Using the Drill Method Assisted by Picture Media in Fifth Grade Students of Jogoroto State Elementary School, Jogoroto District, Jombang Regency.* Theses Madiun. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Aris Wuryantoro, M.Hum.

Keywords: *reading, aloud, drill method, and picture media*

This study aims to describe and explain (1) the use of the drill method assisted by visual media can improve the reading aloud skills of fifth-grade students of Jogoroto State Elementary School, Jogoroto District, Jombang Regency, and (2) the learning outcomes of fifth-grade students of Jogoroto State Elementary School, Jogoroto District, Jombang Regency in learning to read aloud using the drill method assisted by visual media. This study is a classroom action research using two cycles. The results of this study are (1) the use of the drill method assisted by visual media in learning to read aloud in fifth-grade students of Jogoroto State Elementary School, Jogoroto District, Jombang Regency. It can be concluded that the value of teacher activity during managing learning using the drill method on the reading aloud text material is 69.11% in the good category. Cycle II is 91.17% in the very good category. The value of student activity on the reading aloud text material by applying the drill method to improve students' reading aloud skills in cycle I is 77.94% in the good category, cycle II is 95.58% in the very good category, (2) the learning outcomes of second-grade students at Jogoroto State Elementary School, Jogoroto District, Jombang Regency, using the drill method assisted by visual media can improve students' reading aloud abilities or student learning completeness. This is evident from the analysis results of 3 students who have not achieved completeness individually, while the number of students who have completed is 20 people with a percentage of 86.95% both individually and as a class. Based on this