

ABSTRACT

Developing Reading Materials for Skimming Activity by Using Know Want to Know Learned (KWL) Strategy toward 5th Grade Students Elementary School

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In learning reading skimming activity, the students faced the problem in which the materials used was inappropriate with the standard competence in the curriculum. To solve this problem, the materials for reading skimming activity should be developed in order to help the students understand the text in line with the phase of reading itself; before-, whilst-, and post-reading. Thus, the researcher was interested to implement KWL strategy to develop the reading materials skimming activity.

The design of this research was research and development. The aim was to develop reading materials for skimming activity by using KWL strategy that was valid, practical, and effective. The validity was obtained through the expert judgment; the practical was obtained through the lesson plans implemented, teachers, and students, questionnaire responses; then the effectiveness was obtained through the observation of students, activities and the result of students reading skill. Furthermore, in developing the materials, there was a use of 4-D (*Defining, Designing, Developing, and Disseminating*).

The results of research are the product of teaching materials. RPP validation results teaching materials an average of 3.69 with a category of very valid, validation of teaching materials an average of 3.74 with a very valid category. Observation keterlaksanaan RPP gained 95.67% with a very practical category. 97.50% teachers' questionnaire responses with very practical category, questionnaire responses of learners 88.52% category as very practical. Rating activity of students on average 82.41% with a very good category shows the effectiveness of teaching materials. The results of the first reading skills of an average of 82.89% with a very good category, while the average assessment of results that meet KKM 86.14 a value ≥ 77 . Thus, it was concluded that the teaching materials based skimming KWL strategy has been declared valid, practical, and effective.

ABSTRAK

Pengembangan Bahan Ajar Membaca Sekilas Berbasis Strategi *Know Want to Know Learned* (KWL) di Kelas V Sekolah Dasar

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Masalah yang dihadapi peserta didik dalam pembelajaran membaca sekilas salah satunya adalah bahan ajar yang digunakan belum sesuai dengan kebutuhan kompetensi dasar yang terdapat dalam kurikulum. Mengatasi hal ini, perlu dikembangkan bahan ajar membaca sekilas yang dapat membantu peserta didik memahami isi bacaan sesuai dengan tahapan membaca yaitu prabaca, saat baca, dan pascabaca. Oleh karena itu, dicarikan solusi berupa pengembangan bahan ajar membaca sekilas berbasis strategi KWL.

Jenis penelitian ini adalah penelitian pengembangan. Penelitian ini bertujuan mengembangkan bahan ajar membaca sekilas berbasis strategi KWL yang valid, praktis, dan efektif. Pengembangan bahan ajar ini menggunakan model 4D (*Define, Design, Develop, and Disseminate*). Data validitas diperoleh dari validasi para ahli dan praktisi, data kepraktisan diperoleh melalui lembar keterlaksanaan RPP, angket respon guru dan peserta didik, sedangkan data keefektifan diperoleh dari hasil observasi aktivitas dan hasil keterampilan membaca peserta didik.

Hasil penelitian ini berupa produk bahan ajar. Hasil validasi RPP bahan ajar rata-rata 3,69 dengan kategori sangat valid, validasi bahan ajar rata-rata 3,74 dengan kategori sangat valid. Observasi keterlaksanaan RPP memperoleh 95,67% dengan kategori sangat praktis. Angket respon guru 97,50% dengan kategori sangat praktis, angket respon peserta didik 88,52% dengan kategori sangat praktis. Penilaian aktivitas peserta didik rata-rata 82,41% dengan kategori sangat baik memperlihatkan efektifitas bahan ajar. Hasil proses keterampilan membaca sekilas rata-rata 82,89% dengan kategori sangat baik, sedangkan rata-rata penilaian hasil 86,14 sehingga memenuhi KKM yaitu nilai ≥ 77 . Dengan demikian, disimpulkan bahwa bahan ajar membaca sekilas berbasis strategi KWL telah dinyatakan valid, praktis, dan efektif.