

ABSTRACT

Developing Learning Material for Reading Comprehension Using TPRC (Think, Predict, Read, Connect) Strategy at Grade Six of Elementary School

Diah Permatasari

This research was conducted based on the result of analysis of learning material for reading comprehension at grade six of elementary school. Several problems were found on the learning material; one of them was the material didn't cover reading step and not being developed fully yet which /made teachers should be able to develop the learning material as a media to support teaching and learning process in order to improve srudents' reading skill. This research aims to develop learning material for reading comprehension which is valid, practice and effective.

This research utilized Research and Development study. This research used ADDIE (Analyze, Design, Develop, Implement and Evaluation) model. The data of this research were: (1) test validity gathered from the validity sheet of learning material; (2) practicality data gathered from lesson plan, teachers and student's opinion; (3) the effectiveness seen from reading activities, process, and reading comprehension result.

Based on the result of validity of lesson plan by educational practitioners, it was got 87.4% which is classified as very valid. The result of validity of teaching material done by experts and educational practitioners also showed 91.5% and 91.9% which meant very valid. In addition, the practicality result of lesson plan is 90.1% which was categorized very practice, teachers' respond showed 90.3% and students' respond showed 88% which meant very practice. The effectiveness of the product based on students' activity is 82.5% (very good) and based on process got score 83.3% that categorized very high. The result of students' reading comprehension showed 96.9% that their reading comprehension was improved and passed the MMC. As the result, it can be concluded that the learning material that had been developed for reading comprehension by using TPRC strategy at grade six of elementary school was valid, practice, and effective since the practicality indicators had been achieved after being tried out to not only teachers but also students and affectivity criterion has been achieved after students' reading comprehension being assessed.

ABSTRAK

Pengembangan Bahan Ajar Keterampilan Membaca Pemahaman Menggunakan Strategi TPRC (Think, Predict, Read, Connect) di Kelas VI Sekolah Dasar

Diah Permatasari

Penelitian ini dilatar belakangi berdasarkan hasil analisis bahan ajar membaca pemahaman di kelas VI Sekolah Dasar. Ditemui beberapa permasalahan tentang bahan ajar membaca pemahaman salah satunya, bahan ajar yang digunakan belum memuat tahapan membaca yang semestinya serta bahan ajar belum dikembangkan secara maksimal. Hal tersebut menyebabkan guru harus mampu mengembangkan bahan ajar sebagai sarana dalam membantu proses pembelajaran yang dapat meningkatkan keterampilan membaca pemahaman peserta didik. Tujuan yang hendak dicapai dalam upaya pengembangan bahan ajar ini adalah menghasilkan bahan ajar membaca pemahaman yang valid, praktis, dan efektif.

Jenis penelitian ini adalah penelitian pengembangan. Penelitian ini menggunakan model ADDIE (*Analyze, Design, Develop, Implement, Evaluation*). Data diperoleh melalui: (1) uji validitas diperoleh melalui lembar validasi bahan ajar; (2) data kepraktisan diperoleh dari lembar keterlaksanaan RPP, penilaian respon guru dan penilaian peserta didik; (3) keefektifan dilihat dari aktivitas, penilaian proses, dan penilaian hasil membaca pemahaman.

Berdasarkan validasi RPP oleh validator ahli diperoleh hasil 87,4 % kategori sangat valid, praktisi 89,9% dengan kategori sangat valid. Validasi bahan ajar oleh validator ahli 91,5% kategori sangat valid dan praktisi 91,9% kategori sangat valid. Hasil uji praktikalitas keterlaksanaan RPP diperoleh nilai 90,1% kategori sangat praktis, penilaian respon guru diperoleh persentase 90,3% dan penilaian respon peserta didik 88,8% kategori sangat praktis. Efektifitas bahan ajar dilihat dari aktivitas peserta didik diperoleh nilai 82,5% dengan kategori sangat baik, penilaian proses membaca pemahaman diperoleh hasil 83,3% dengan kategori sangat tinggi. Hasil membaca pemahaman peserta didik 96,9% tuntas dalam mengikuti pembelajaran. Berdasarkan hasil tersebut, dapat disimpulkan bahan ajar membaca pemahaman menggunakan strategi TPRC (*Think, Predict, Read, Connect*) di kelas VI Sekolah Dasar yang dikembangkan dapat dinyatakan valid, praktis, dan efektif karena sudah memenuhi indikator kepraktisan setelah diujicobakan kepada guru dan peserta didik, serta memenuhi kriteria efektif setelah dilakukan penilaian membaca pemahaman kepada peserta didik.