

## **ABSTRACT**

### **Developing the Accelerated Learning Approach-Based Instructional Media for Reading Comprehension at the 6th Grade of Elementary School**

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This research was conducted due to the problem faced by student in learning comprehension reading. It was difficult for them to comprehend the information in a text due to the implementation of the instructional media designed by the teacher in the learning process. The expected aim was to produce a news instructional media for reading comprehension based on the accelerated learning approach which was valid, practical, and effective.

The design of the research was the development research. The model used was the 4D model which consist of four phases: define, design, develop, and disseminate. It was conducted at the 6th grade of Elementary School. This research was conducted in two school namely SD Negeri 05 Taratak Bukareh and SD Negeri 02 Pekan Selasa with sample 32 studens. the data of the media's validity were obtained from the validation sheets. Meanwhile, the data of the media's practicality were gathered from the observation sheets as well as the teachers and students' responses from the questionnaires. The data of the media's effectiveness were collected from the students' activities and their comprehension reading test.

Based on the validity test, it was found that the score of the syllabus was 86.6%, the score of the lesson plan was 90.62%, and the score of the material was 90.95%. for the media's practicality, the score of the lesson plan's implementation was 89.4%, the score of the teachers' response was 88%, and the students' response was 91.2%. From the observation, it was found that the score of the students' activities of the trial school was 74.6% while the score of their comprehension reading process was 81.6%. The score of the students' reading comprehension of the trial school was 84.1%. Furthermore, the observation result of the students' activities of the dissemination school was 90.6%. The score of the students' reading comprehension process of the dissemination school was 80.3%. Finally, the score of the students' reading comprehension of the dissemination school was 80.5%. It was concluded that the new instructional media for reading comprehension based on the accelerated learning approach was valid, practical, and effective. Keywords : Instructional Media, Comprehension Reading, the Accelerated Learning Approach, 4-D

## ABSTRAK

### **Pengembangan Perangkat Pembelajaran Membaca Pemahaman Berbasis Pendekatan *Accelerated Learning* di Kelas VI Sekolah Dasar**

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Penelitian ini dilatarbelakangi oleh masalah yang dihadapi peserta didik dalam pembelajaran membaca pemahaman. Peserta didik kesulitan dalam memahami suatu informasi yang terdapat dalam suatu teks bacaan yang dipengaruhi oleh penggunaan perangkat pembelajaran yang digunakan guru dalam melaksanakan pembelajaran. Tujuan yang hendak dicapai yaitu menghasilkan perangkat pembelajaran membaca pemahaman berbasis pendekatan *Accelerated Learning* yang valid, praktis, dan efektif.

Jenis penelitian adalah penelitian pengembangan. Model yang digunakan adalah model pengembangan yang mengacu pada Model 4-D (*Four-D*), model ini terdiri dari empat tahap yaitu pendefinisian (*define*), perancangan (*design*), pengembangan (*develop*), dan penyebaran (*disseminate*) di kelas VI SD. Penelitian ini dilakukan di dua sekolah yaitu SD Negeri 05 Taratak Bukareh dan SD Negeri 02 Pekan Selasa dengan sampel 32 orang siswa. Penelitian ini diperoleh data dari uji validitas melalui lembar validasi perangkat pembelajaran. Data kepraktisan dikumpul melalui lembar observasi keterlaksanaan RPP, angket respon guru dan peserta didik. Keefektifan dilihat dari aktivitas dan penilaian keterampilan membaca pemahaman peserta didik.

Berdasarkan uji validitas diperoleh persentase silabus 86.6% dengan kategori sangat valid, persentase RPP 90.62% dengan kategori sangat valid, dan persentase bahan ajar 90.95% dengan kategori sangat valid. Hasil uji praktikalitas keterlaksanaan RPP dengan persentase 89.4%, persentase angket respon guru 88.%, dan persentase angket respon peserta didik 91.2%. Hasil pengamatan aktifitas pada sekolah uji coba 74.6% dengan kategori valid. Hasil penilaian proses membaca pemahaman disekolah uji coba 81.6% dengan kategori sangat valid. Penilaian hasil membaca pemahaman disekolah uji coba 84.1% dengan kategori sangat valid. Hasil pengamatan aktifitas disekolah penyebaran 90.6% dengan kategori sangat valid. Hasil penilaian proses membaca pemahaman disekolah penyebaran 80.3% dengan kategori valid. Penilaian hasil membaca pemahaman disekolah penyebaran 80.5% dengan kategori valid. Berdasarkan hasil tersebut, dapat disimpulkan perangkat pembelajaran membaca pemahaman berbasis pendekatan *Accelerated Learning* untuk kelas VI Sekolah Dasar yang dikembangkan dapat dinyatakan valid, praktis dan efektif.