

ABSTRACT

Developing the Intensive Reading Materials by Using Know - I Want to – Learned (KWL) Chart Strategy in the 6th Grade of Elementary School

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This research was derived from several problems faced in Intensive Reading class in the 6th grade of Elementary School. The problems included the instructional materials which did not contain suggested reading phases, and the materials which were not yet maximally developed. These problems then demanded the teachers to be able to develop appropriate instructional materials to facilitate the students to improve their intensive reading skills. The aim of the research is to develop valid, practical, and effective instructional materials for Intensive Reading class.

This research is categorized into Research and Development study which was conducted by applying ADDIE (Analyze, Design, Develop, Implementation and Evaluation) model. The validity of the data was seen from the result of the validity test on lesson plan and learning materials. Meanwhile the practicality of the data was viewed from the result of observation on the implementation of the lesson plan, and questionnaires distributed to the teacher and the students. In addition, the effectiveness was seen from the students' activities and the result of assessment on their reading activities skills.

Based on the result of the validity test, it was found that the average score of the lesson plan was 81,4% (very valid) and that of the learning material was 95,5% (very valid). The result of the practicality test indicated that the average score of the implementation of the lesson plan was 92,9% (very practical), the teacher's response was 93% (very practical) and students' response was 93% (very practical). The result of assessment on the students' intensive reading skills was in "very high" category. Based on the research findings, it is concluded that the instructional materials developed by making use of KWL Chart Strategy in the 6th grade of Elementary School are valid, practical, and effective.

ABSTRAK

Pengembangan Bahan Ajar Membaca Intensif Menggunakan Strategi *Know - I Want to - Learned (KWL) Chart* di Kelas VI Sekolah Dasar

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Penelitian ini dilatarbelakangi berdasarkan adanya masalah yang dihadapi peserta didik dalam pembelajaran membaca intensif di kelas VI Sekolah Dasar. Beberapa permasalahan yang ditemukan adalah, bahan ajar yang digunakan belum memuat tahapan membaca yang semestinya, 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 intensif peserta didik. Tujuan penelitian ini adalah untuk mengembangkan bahan ajar sehingga menghasilkan bahan ajar membaca intensif yang valid, praktis, dan efektif.

Jenis penelitian adalah penelitian pengembangan. Penelitian menggunakan model ADDIE (*Analysis, Design, Development, implementation, Evaluation*). Data penelitian ini berupa uji validitas, diperoleh melalui lembar validasi RPP dan Bahan Ajar. Data kepraktisan diperoleh melalui lembar observasi keterlaksanaan RPP serta angket respon guru dan peserta didik. Data keefektifan dilihat dari aktivitas dan penilaian keterampilan membaca intensif peserta didik.

Berdasarkan uji validitas diperoleh data bahwa persentase RPP 81,4% dengan kategori sangat valid dan persentase bahan ajar 95,5% dengan kategori sangat valid. Hasil uji praktikalitas dari keterlaksanaan RPP dengan persentase 92,9% dengan kategori sangat praktis, persentase angket respon guru 93,3% dengan kategori sangat praktis, dan persentase angket respon peserta didik 93% dengan kategori sangat praktis. Hasil penilaian keterampilan membaca intensif peserta didik berada pada kategori sangat tinggi. Berdasarkan data yang telah dijabarkan, bahan ajar membaca intensif menggunakan strategi *KWL Chart* di kelas VI Sekolah Dasar yang dikembangkan dapat dinyatakan valid, praktis, dan efektif.