

ABSTRAK

HASIL BELAJAR MEMBACA BAHASA INDONESIA SISWA KELAS II DI SDN 062 CIUJUNG KOTA BANDUNG DENGAN PENDEKATAN KONTEKSTUAL

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Banyak faktor yang dapat mempengaruhi rendahnya hasil belajar di sekolah. Salah satu faktor yang menyebabkan hasil belajar Bahasa Indonesia siswa rendah karena model pembelajaran, metode dan pendekatan yang digunakan guru dalam menyampaikan materi pelajaran, lingkungan, sarana dan prasarana yang kurang mendukung. Pemilihan dan penguasaan metode pembelajaran yang tepat masih merupakan kendala bagi sebagian guru. Selain itu ketidakmampuan siswa dalam menguasai sasaran pembelajaran merupakan salah satu penyebab rendahnya hasil belajar, salah satunya dalam kemampuan membaca Bahasa Indonesia.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Jumlah sampel dalam penelitian ini adalah 36 siswa kelas II SDN. 062 Ciujung Kota Bandung Tahun Pelajaran 2019/2020.

Hasil penelitian menunjukkan dari 36 responden yang diteliti memberikan hasil nilai rata-rata untuk kemampuan membaca siswa setelah menggunakan pendekatan kontekstual dalam kegiatan belajar mengajarnya tergolong dalam kategori tuntas karena nilai tersebut sudah mencapai KKM yaitu 75 berbeda sebelum diterapkan pendekatan tersebut, selanjutnya nilai tertinggi yang diperoleh siswa Kelas II SDN 062 Ciujung Kota Bandung sebesar 100 (seratus) dan Nilai terendah yang diperoleh siswa adalah 75 (tujuh puluh lima). Dari data tersebut sudah tidak ada siswa yang mendapat nilai di bawah KKM Berdasarkan analisis data yang telah dilakukan, dapat dilihat bahwa pembelajaran membaca Bahasa Indonesia pada siswa kelas II sekolah dasar dengan menggunakan metode pendekatan kontekstual memiliki pengaruh yang positif. Hal ini menggambarkan bahwa penggunaan teknik tersebut dapat diterapkan dalam kegiatan proses KBM (Kegiatan Belajar Mengajar) dalam rangka meningkatkan hasil belajar peserta didik pada mata pelajaran Bahasa Indonesia kelas II sekolah dasar.

Kata Kunci : Membaca, pendekatan kontekstual

ABSTRACT

Basically, reading techniques can help students understand reading content well. Many factors can affect the reading comprehension ability of the text being read, both the characteristics of the reading material and the characteristics of the readers themselves. As the facts conveyed by Pearson and Johnson that understanding is an important factor. Comprehension is at the heart of the act of reading. Reading without understanding is tantamount to not reading. But ironically, reading with understanding has been neglected and poorly understood by researchers even today. This is in line with the results of observations in SD that eighty percent of grade II elementary school students find it difficult to focus because at their age they still tend to play a lot so it is difficult for them to concentrate. The method used in this research is descriptive qualitative. The number of samples in this study were 34 grade II SDN students. 062 Ciujung City of Bandung, 2019/2020 Academic Year. Basically, reading techniques can help students understand reading content well. Many factors can affect the reading comprehension ability of the text being read, both the characteristics of the reading material and the characteristics of the readers themselves. As the facts conveyed by Pearson and Johnson that understanding is an important factor. Comprehension is at the heart of the act of reading. Reading without understanding is tantamount to not reading. But ironically, reading with understanding has been neglected and poorly understood by researchers even today. This is in line with the results of observations in SD that eighty percent of grade II elementary school students find it difficult to focus because at their age they still tend to play a lot so it is difficult for them to concentrate. The method used in this research is descriptive qualitative. The number of samples in this study were 34 grade II SDN students. 062 Ciujung City of Bandung, 2019/2020 Academic Year. Based on the data analysis that has been done, it can be seen that the results of learning to read Indonesian students of Class II SDN 062 Ciujung City Bandung through a contextual approach have a positive effect. This illustrates that the use of these techniques can be applied in the activities of the teaching and learning process (Teaching and Learning Activities) in order to increase the interest, activities, and learning outcomes of students in learning to read Indonesian Language lessons in Class II elementary schools.

Keywords: Reading comprehension, integrative approach