

ABSTRAK

Cindya Nur, 2022. Analisis Pelaksanaan Pembelajaran Membaca Pemahaman pada Wacana Naratif dan Prosedural Siswa Kelas IV SDN Kalase'rena Kabupaten Gowa. Dibimbing oleh Sitti Aida Azis dan Sulfasyah.

Penelitian ini bertujuan (1) untuk mendeskripsikan pelaksanaan pembelajaran membaca pemahaman pada wacana naratif dan prosedural siswa kelas IV SDN Kalase'rena Kabupaten Gowa (2) Untuk mendeskripsikan faktor yang menghambat pelaksanaan pembelajaran membaca pemahaman pada wacana naratif dan prosedural siswa kelas IV SDN Kalase'rena Kabupaten Gowa (3) Untuk mendeskripsikan upaya yang dilakukan dalam memaksimalkan pelaksanaan pembelajaran membaca pemahaman pada wacana naratif dan prosedural siswa kelas IV SDN Kalase'rena Kabupaten Gowa. Metode penelitian ini menggunakan jenis kualitatif deskriptif. Penelitian ini dilaksanakan di SDN Kalase'rena Kabupaten Gowa. Informan dalam penelitian ini yaitu Kepala sekolah, guru kelas, dan siswa kelas IV. Teknik pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan reduksi data, penyajian data, dan verifikasi dan simpulan data. Pengujian keabsahan data menggunakan triangulasi sumber, teknik, dan waktu.

Hasil dalam penelitian ini menunjukkan bahwa (1) Pelaksanaan pembelajaran membaca pemahaman pada wacana naratif yaitu proses pembelajarannya tidak berlandaskan pada prinsip dasar pembelajaran kurikulum 2013 yang berpusat pada siswa dan tidak sesuai dengan teori belajar konstruktivistik dan sosiolinguistik, pembelajarannya bersifat *teacher center* sehingga siswa mengalami kesulitan dan kebingungan dalam menjawab soal berhubungan dengan tema, nama tokoh, watak tokoh, alur, latar, dan amanat. Sedangkan pelaksanaan pembelajaran membaca pemahaman pada wacana prosedural yaitu sesuai pelaksanaan pembelajaran kurikulum 2013 yaitu pembelajaran berpusat pada siswa (*student center*) dan sesuai dengan teori belajar konstruktivistik dan sosiolinguistik. Hal ini cukup membangkitkan minat belajar siswa sehingga antusias dalam mengikuti pembelajaran karena siswa melakukan praktek sesuai gambar yang terdapat pada buku paket. (2) Faktor penghambat pada wacana naratif yaitu kurangnya minat baca siswa disebabkan sarana dan prasarana yang kurang memadai. Selain itu, masih terdapat beberapa siswa yang belum lancar membaca. Sedangkan pada wacana prosedural masih terdapat beberapa siswa yang belum lancar dalam membaca sehingga sulit dalam memahami isi bacaan. (3) Upaya yang dilakukan yaitu guru memberikan motivasi dan penguatan, memberikan bimbingan khusus bagi siswa yang belum lancar membaca, guru harus menguasai kelas, dan terdapat sudut baca sebagai kegiatan literasi.

Kata Kunci: Membaca Pemahaman, Wacana Naratif, Wacana Prosedural.

ABSTRACT

Cindya Nur, 2023. Analysis of the Implementation of Learning to Read Comprehension in Narrative and Procedural Discourse at Grade IV Students at SDN Kalase'rena, Gowa Regency. Supervised by Sitti Aida Azis and Sulfasyah.

This study aimed at (1) describing the implementation of teaching reading comprehension in narrative and procedural discourse at fourth grade students at SDN Kalase'rena, Gowa Regency (2) describing the factors that impede the implementation of teaching reading comprehension in narrative and procedural discourse at fourth grade students at SDN Kalase'rena Gowa Regency (3) describing the efforts made in maximizing the implementation of reading comprehension learning in narrative and procedural discourse at fourth grade students at SDN Kalase'rena, Gowa Regency. This research method used descriptive qualitative type. This research was conducted at SDN Kalase'rena, Gowa Regency. The informants in this study were the principal, class teacher, and fourth grade students. Data collection techniques were using observation techniques, interviews, and documentation. Data analysis techniques using data reduction, data presentation, and data verification and conclusion. Testing the validity of the data were using the sources, technique, and time triangulation.

The results in this study indicated that (1) The implementation of learning to read comprehension in narrative discourse, namely the learning process was not based on the basic principles stated in 2013 curriculum learning; which is student-centered and not based on the constructivist and sociolinguistic learning theory, the learning was teacher centered so that students experienced difficulties and confusion in answering questions related to themes, character names, character traits, plot, setting, and mandate. While the implementation of reading comprehension learning on procedural discourse was based on the implementation of the 2013 curriculum learning, namely student-centered learning (student center), constructivist and sociolinguistic learning theories. It was in line to increase the students' interest in learning so that they would be enthusiastic in participating in learning because the students practice according to the pictures contained in the textbook. (2) The inhibiting factor in narrative discourse is the lack of students' interest in reading due to inadequate facilities and infrastructure. In addition, there were still some students who were not fluent in reading. Whereas in procedural discourse there were still some students who were not fluent in reading so it was hard to understand the contents of the reading. (3) Efforts were made, namely the teacher provided motivation and reinforcement, provided special guidance for students who were not yet fluent in reading, the teacher should master the class, and there was a reading corner as a literacy activity.

Keywords: *Reading Comprehension, Narrative Discourse, Procedural Discourse.*

