

ABSTRAK

Khairul Aqmar Hasmar, 2022. Pengaruh Model Pembelajaran *Dialogic Reading* Berbantuan Media Gambar Terhadap Penguasaan Kosakata dan Membaca Pemahaman Siswa Kelas IV Segugus 6 Center Kec. Polongbangkeng Utara Kab. Takalar. Dibimbing oleh Sitti Aida Azis dan Erwin Akib.

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan Model Pembelajaran *Dialogic Reading* Berbantuan Media Gambar Terhadap Penguasaan Kosakata dan Membaca Pemahaman Siswa Kelas IV Sekolah dasar.

Metode penelitian yang digunakan yaitu quasi eksperimental dengan design penelitian *Pretest Posttest Control Group Design*. Sampel dalam penelitian ini adalah siswa kelas IV SDN No. 39 Center Palleko yang berjumlah 27 siswa dan kelas IV SDN No. 41 Mallewang yang berjumlah 24 siswa. Teknik pengumpulan data yang digunakan berupa tes tertulis.

Hasil analisis data menggunakan uji Independent Sample T test, menunjukkan nilai rata-rata siswa pada kelas eksperimen yang menggunakan model *Dialogic Reading* berbantuan media gambar untuk penguasaan kosakata yaitu 76.85, sedangkan pada kelas kontrol dengan model konvensional yaitu 71.04. Sama halnya nilai rata-rata siswa untuk membaca pemahaman pada kelas eksperimen yaitu 80.19, sedangkan pada kelas kontrol yaitu 66.48. dari hasil tersebut dapat dilihat adanya perbedaan yang signifikan antara kelas eksperimen yang menerapkan model *Dialogic Reading* berbantuan media gambar dengan kelas kontrol yang menggunakan model konvensional. Sehingga dapat disimpulkan bahwa terdapat pengaruh model pembelajaran *Dialogic Reading* berbantuan media gambar terhadap penguasaan kosakata dan membaca pemahaman siswa kelas IV Segugus 6 Center Kec. Polongbangkeng Utara Kab. Takalar. Penelitian ini diharapkan agar model *Dialogic Reading* dapat dijadikan salah satu alternatif model pembelajaran di sekolah.

Kata Kunci : Model *Dialogic Reading*, Penguasaan Kosakata, Membaca Pemahaman

ABSTRACT

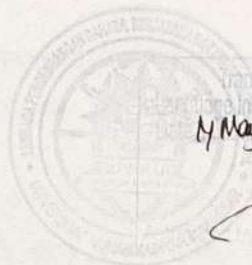
Khairul Aqmar Hasmar, 2022. The Influence of Dialogic Reading's Guided Model on Picture Media Assisted on Vocabulary Mastery and Reading Comprehension of Students Class IV Segugus 6 Center Polongbangkeng Utara District, Takalar Regency. Supervised by Sitti. Aida Azis and Erwin Akib.

This research aimed at finding out the influence of the application of The Image Media-Assisted Dialogic Reading Learning Model on Vocabulary Mastery and Reading Understanding of Elementary School Class IV Students.

The research method was quasi experimental with design Pretest Posttest Control Group Research Design. The sample in the study were the student of grade IV SDN No. 39 Center Palleko which total 27 students and class IV SDN No. 41 Mallewang which total 24 students. Data collection techniques were used in the form of written tests.

The results of the data analysis using the Independent Sample T test, showed the average score of students in the experimental class using the Dialogic Reading model assisted by image media for vocabulary mastery was 76.85, while in the control class with a conventional model it was 71.04. Similarly, the average score of students to read comprehension in experimental classes was 80.19, while in control class was 66.48. From these results, there can be seen a significant difference between the experimental class that applied the Dialogic Reading model assisted by image media and the control class that applied conventional models. So it can be concluded that there was an impact of the Dialogic Reading learning model assisted by image media on vocabulary mastery and reading the understanding of students in class IV Segugus 6 Center Polobangkeng Utara District, Takalar Regency. This research was expected that the Dialogic Reading model can be used as an alternative model of learning in schools.

Keywords: *Dialogic Reading Model, Vocabulary Mastery, Reading Comprehension*



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