

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan membaca pemahaman siswa kelas II SD Negeri 1 Blang Mangat. Sebagian besar siswa masih mengalami kesulitan dalam memahami isi bacaan, menentukan ide pokok, menemukan informasi penting, serta menarik kesimpulan dari teks yang dibaca. Kondisi tersebut disebabkan oleh rendahnya minat membaca dan penggunaan metode pembelajaran yang kurang variatif sehingga siswa cenderung pasif dalam proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan peningkatan kemampuan membaca pemahaman melalui metode *reading aloud* serta mengetahui hasil belajar siswa setelah penerapan metode tersebut. Penelitian ini menggunakan jenis Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Subjek penelitian berjumlah 31 siswa kelas II SD Negeri 1 Blang Mangat. Teknik pengumpulan data yang digunakan meliputi observasi, tes, dan dokumentasi. Data dianalisis secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa penerapan metode *reading aloud* mampu meningkatkan kemampuan membaca pemahaman siswa. Pada kondisi awal (pratindakan), kemampuan membaca pemahaman siswa masih rendah dengan ketuntasan belajar sebesar 22,58% dan rata-rata nilai 52,74. Setelah diterapkan model *reading aloud* pada siklus I, ketuntasan belajar meningkat menjadi 41,93% dengan rata-rata nilai 60,16, namun belum mencapai indikator keberhasilan yang ditetapkan. Selanjutnya, pada siklus II terjadi peningkatan yang sangat signifikan, yaitu ketuntasan belajar mencapai 87,10% dengan rata-rata nilai 81,94. Hasil tersebut menunjukkan bahwa penerapan model *reading aloud* efektif dalam meningkatkan kemampuan membaca pemahaman siswa, yang terlihat dari peningkatan ketuntasan dan kemampuan memahami isi bacaan pada setiap siklus.

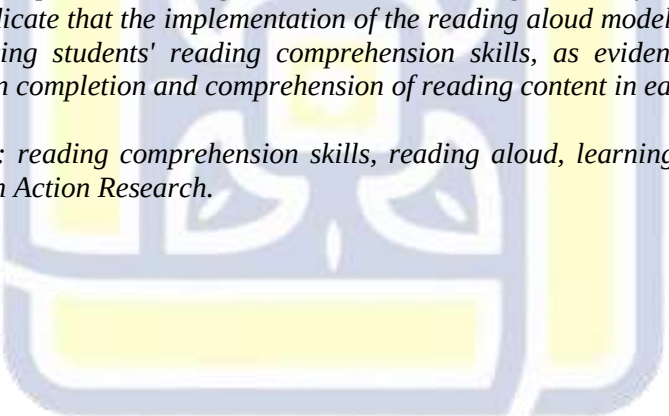
Kata Kunci: *kemampuan membaca pemahaman, reading aloud, hasil belajar, Penelitian Tindakan Kelas.*

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ABSTRACT

This research is motivated by the low reading comprehension skills of second-grade students at SD Negeri 1 Blang Mangat. Most students still experience difficulties in understanding reading content, determining main ideas, finding important information, and drawing conclusions from the texts they read. This condition is caused by low reading interest and the use of less varied learning methods, resulting in students tending to be passive in the learning process. This study aims to describe the improvement in reading comprehension skills through the reading aloud method and to determine student learning outcomes after implementing this method. This study used Classroom Action Research (CAR) and was conducted in two cycles. The research subjects were 31 second-grade students at SD Negeri 1 Blang Mangat. Data collection techniques used included observation, tests, and documentation. Data were analyzed descriptively using qualitative and quantitative methods. The results showed that the implementation of the reading aloud method was able to improve students' reading comprehension skills. In the initial conditions (pre-action), students' reading comprehension skills were still low, with a learning completion rate of 22.58% and an average score of 52,74. After implementing the reading aloud model in Cycle I, learning completion increased to 41.93% with an average score of 60.16, but did not reach the established success indicator. Furthermore, in Cycle II, a very significant increase occurred, with learning completion reaching 87.10% with an average score of 81.94. These results indicate that the implementation of the reading aloud model is effective in improving students' reading comprehension skills, as evidenced by the increase in completion and comprehension of reading content in each cycle.

Keywords: reading comprehension skills, reading aloud, learning outcomes, Classroom Action Research.



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