

**ANALISIS MEMBACA PEMAHAMAN TEKS EKSPLANASI
BERDASARKAN *SELF-REGULATED LEARNING*
SISWA KELAS V SEKOLAH DASAR**

TESIS

diajukan untuk memenuhi sebagian syarat dalam memperoleh gelar

Magister Pendidikan pada program Pendidikan Dasar



disusun oleh

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji kemampuan membaca pemahaman berdasarkan capaian tahapan kemampuan berbahasa siswa pada materi teks eksplanasi di sekolah dasar, *self-regulated learning* yang digunakan siswa dalam membaca pemahaman teks eksplanasi, hambatan- hambatan siswa dalam membaca pemahaman teks eksplanasi berdasarkan *self-regulated learning*, dan solusi dalam mengatasi membaca pemahaman teks eksplanasi berdasarkan *self-regulated learning*. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian studi kasus. Tehnik pengambilan data dilakukan dengan tes membaca pemahaman secara langsung dan tes wawancara. Tes membaca pemahaman disertai pertanyaan berdasarkan teks bacaan eksplanasi. Pemilihan partisipan penelitian menggunakan prosedur *purposive sampling* . Partisipan penelitian terdiri dari enam siswa kelas V Sekolah Dasar Negeri Kota Bandung. Data penelitian dianalisis menggunakan model analisis interaktif Huberman dan Miles. Temuan menunjukkan adanya keragaman capaian tahapan kemampuan membaca pemahaman siswa yang meliputi tahapan literal, interpretatif, kritis, dan kreatif. *Self-regulated learning* yang digunakan siswa dalam membaca pemahaman teks eksplanasi beragam sesuai dengan kemampuan membaca pemahamannya, hambatan dan solusi yang muncul dipengaruhi oleh *self-regulated learning* yang dimiliki siswa.

Kata kunci: Kemampuan Membaca Pemahaman, *Self-regulated Learning*, Teks Eksplanasi

ABSTRACT

This research aims to examine reading comprehension skills based on the achievement of students' language ability stages in explanatory text material in elementary schools, the self-regulated learning used by students in reading comprehension of explanatory texts, the obstacles students face in reading comprehension of explanatory texts based on self-regulated learning, and solutions for overcoming reading comprehension of explanatory texts based on self-regulated learning. This research uses a qualitative approach with a case study research design. Data collection techniques were carried out using direct reading comprehension tests and interview tests. The reading comprehension test is accompanied by questions based on explanatory reading texts. The selection of research participants used a purposive sampling procedure. The research participants consisted of six 5th grade students at Bandung City State Elementary School. Research data was analyzed using the Huberman and Miles interactive analysis model. The findings show that there is a diversity of achievements in the stages of students' reading comprehension abilities, which include literal, interpretative, critical, and creative stages. The self-regulated learning used by students in reading comprehension of explanatory texts varies according to their reading comprehension abilities; the obstacles and solutions that arise are influenced by the students' self-regulated learning.

Keywords: Reading Comprehension Ability, Self-Regulated Learning, Explanatory Text

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