ABSTRAK

Penelitian ini bertujuan untuk memperoleh informasi mengenai pengaruh keterampilan pemahaman membaca terhadap hasil belajar melalui pembelajaran berbasis *Zone of Proximal Development* dan untuk memperoleh informasi mengenai pengaruh keterampilan pemahaman membaca melalui pembelajaran tidak berbasis *Zone of Proximal Development* pada materi hidrolisis garam. Metode penelitian yang digunakan adalah *Quasi Experiment* dengan desain *pretest-posttest Non-Equivalent Control Group Design*. Penelitian ini melibatkan siswa SMA kelas XI disalah satu SMA di Kota Bandung yang berjumlah 72 orang yaitu 36 orang siswa untuk kelas berbasis *ZPD* dan 36 siswa untuk kelas tidak berbasis *ZPD*. Kelas berbasis *ZPD* membaca buku teks perubahan konseptual dan pembelajaran berbasis *ZPD* sedangkan kelas tidak berbasis *ZPD* membaca buku bukan teks perubahan konseptual dan pembelajaran tidak berbasis *ZPD*. Instrumen penelitian berupa tes untuk mengukur keterampilan pemahaman membaca dan hasil belajar dengan instrumen pendukung berupa pedoman wawancara. Pengolahan data secara statistik dilakukan dengan menggunakan *SPSS* 20. Hasil penelitian ini menunjukkan adanya pengaruh keterampilan pemahaman membaca yang signifikan (p=0,000) terhadap hasil belajar pada materi hidrolisis garam dengan koefisien regresi (R=0,599) dan R square 0,359. Berdasarkan uji anova terdapat perbedaan rata-rata hasil belajar yang signifikan (p=0,01) antara kelompok keterampilan pemahaman membaca melalui pembelajaran berbasis *ZPD* pada materi hidrolisis garam. Akan tetapi, keterampilan pemahaman membaca tidak memberikan pengaruh yang signifikan (p=0,072) terhadap hasil belajar melalui pembelajaran tidak berbasis *ZPD* pada materi hidrolisis garam dan berdasarkan uji anova tidak terdapat perbedaan rata-rata hasil belajar yang signifikan (p=0,173) antara kelompok keterampilan pemahaman membaca tinggi, sedang, maupun rendah melalui pembelajaran tidak berbasis *ZPD* pada materi hidrolisis garam.

Kata Kunci: Keterampilan pemahaman membaca, *Zone Of Proximal Development*, teks perubahan konseptual, hasil belajar, hidrolisis garam.

ABSTRACT

This study has purpose to obtain information about the impact of reading comprehension skill toward learning achievement through Zone of Proximal Development based learning and which is not based on Zone of Proximal Development based learning in salt hydrolysis topic. The method used in this study is Quasi Experiment by using pre-test and post-test Non-Equivalent Control Group as the design. This sudy conducted in one of senior high school in Bandung which involving 72 students in third grade. The participants divided into two groups, namely, 36 students are in the ZPD based learning class that asked to read a book instead of conceptual change and ZPD based learning text, whereas 36 other students are in the class which is not based on ZPD based learning that asked to read a book which are not based on conceptual change and ZPD based learning text. The research instruments are a test to measure reading comprehension skill and learning achievement by using interview guides. Statistically, data processing were performed by using SPSS 20. The results of this study revealed that there is a significant impact of reading comprehension skill (p=0,000) toward students' learning achievement in salt hydrolysis topic with regression coefficient (R = 0.599) and the R square of 0.359. Based on the ANOVA test there were significant differences in average learning achievement (p=0,01) of reading comprehension skill through ZPD based learning group in salt hydrolysis topic. Yet reading comprehension do not reveal a significant impact (p=0,072) toward students achievement which is not based on ZPD based learning in salt hydrolysis topic. Furthermore, there was no significant differences of the learning achievement average (p=0,173) between the levels of reading comprehension skill, namely, high, middle, and low level in the group which is not based on ZPD based learning in salt hydrolysis topic.

Key Words: reading comprehension skill, Zone of Proximal Development, conceptual change text, learning achievement, salt hydrolysis.