ABSTRAK

EFEKTIVITAS METODE *EXTENDING CONCEPT THROUGH LANGUAGE ACTIVITIES (ECOLA)* DALAM PEMBELAJARAN MEMBACA PEMAHAMAN TEKS EKSPOSISI

(Penelitian Eksperimen Semu terhadap Siswa Kelas X SMA Negeri 6 Bandung)

Adyra Aradea Febriana

(1002583)

Skripsi ini dilatarbelakangi oleh kemampuan menalar siswa yang masih sangat rendah. Berdasarkan studi *Trends in International Mathematics and Science Study (TIMSS)* tahun 2011, hanya lima persen peserta didik Indonesia yang mampu memecahkan persoalan yang membutuhkan pemikiran, sedangkan sisanya 95 persen hanya sampai pada level menengah, yaitu memecahkan persoalan yang bersifat hapalan. Rendahnya kemampuan menalar siswa bisa diakibatkan oleh beberapa faktor, diantaranya adalah evaluasi keterampilan membaca terlalu dominan kepada aspek ingatan ataupun tes kosakata, serta metode yang dipakai dalam pembelajaran membaca. Oleh karena itu peneliti mengujikan metode membaca *Extending Concept through Language Activities (ECOLA)* dalam pembelajaran membaca teks eksposisi. Teks tersebut dipilih karena merupakan salah satu bahan bacaan siswa kelas X pada kurikulum 2013. Penelitian ini mempunyai tiga rumusan masalah yaitu (1) bagaimana kemampuan membaca teks eksposisi siswa sebelum menggunakan metode *ECOLA*? (2) bagaimana kemampuan membaca teks eksposisi siswa setelah menggunakan metode *ECOLA*? (3) adakah perbedaan yang signifikan antara kemampuan membaca teks eksposisi di kelas eksperimen dan kelas kontrol? Hasil penelitian membuktikan kemampuan membaca pemahaman siswa saat tes awal sangat rendah, baik di kelas eksperimen dan kelas kontrol. Keduanya memeroleh nilai rata-rata 47,91 dan 46,66. Setelah kedua kelas diberikan perlakuan, ada peningkatan nilai rata-rata saat tes akhir dilaksanakan. Kelas kontrol yang diberikan perlakuan dengan metode diskusi pada umumnya memeroleh nilai rata-rata 64,87 saat tes akhir, sedangkan kelas eksperimen yang diberikan perlakuan berupa metode membaca *ECOLA* memeroleh nilai rata-rata mencapai 81,87. Berdasarkan uji hipotesis dengan uji-t diperoleh nilai signifikan t_{hitung} (2,110) dan t_{tabel} (2,002), sehingga t_{hitung} (2,110) > t_{tabel} (2,002) pada taraf kepercayaan 95% dengan dk = 58. Hal tersebut menunjukkan bahwa Ha diterima dan Ho ditolak, yang berarti menjelaskan terdapat perbedaan yang signifikan antara kemampuan membaca pemahaman sebelum dan setelah menggunakan metode membaca *ECOLA*.

Kata kunci: Membaca pemahaman, metode *ECOLA*, teks eksposisi

ABSTRACT

EFECTIVITY OF *EXTENDING CONCEPT THROUGH LANGUAGE ACTIVITIES (ECOLA)* METHOD IN LEARNING TO READ IN UNDERSTANDING EXPOSITION TEXT

(Quasi Experimental Research on Student of Class X SMA Negeri 6 Bandung)

Adyra Aradea Febriana

(1002583)

This research is motivated by the reading comprehension ability of the students is still very low. Based on the study of Trends in International Mathematics and Science Study (TIMSS) in 2011, only five percent of Indonesian students who are able to solve problems that require thinking, while the remaining 95 percents only until the mid-level, as solving problems which is memorizing. The low ability of the reading comprehension of the students can be attributed to several factors, including the evaluation of reading skills too dominant to aspects of memory or vocabulary tests, as well as the methods used in teaching reading. Therefore, researchers examined the methods of reading through Extending Concept Language Activities (Ecola) in learning to read exposition text. Text is chosen because it is one of the reading material in the curriculum class X 2013. This study has three formulation of the problem, namely (1) how the ability of students to read the text before using the method of exposition Ecola ? (2) how the ability to read text exposition students after using the Ecola ? (3) is there a significant difference between the ability to read text exposition in the experimental class and the control class? The research proves students' reading comprehension ability when initial tests are very low, both in the experimental class and the control class. Both attained their average values 47,91 and 46,66. After the second class treatment is given, there is an increase in the average value of the final test when implemented. Control class treatment given to the method of discussion in general obtain an average value of 64,87 when the final test, while the experimental class given treatment in the form of reading methods Ecola obtain an average value reaches 81,87. Based on a hypothesis test with the t-test values obtained significant t_{count} (2,110) and t_{table} (2.002), so that t_{count} (2,110) > t_{table} (2.002) at the 95% confidence level with dk = 58. It shows that Ha is accepted and Ho is rejected, which means explaining there are significant differences between reading comprehension ability before and after using the method of Ecola reading.

Keywords : Reading comprehension, text exposition, Ecola method