ABSTRAK

Pembelajaran Membaca Permulaan Melalui Metode Analisis Glass bagi Siswa Berkesulitan Membaca (*Reading Difficulties*)
(Studi Kasus terhadap Siswa Kelas III SDN Cineumbeuy - Kuningan Tahun Akademik 2012/2013)"

Tesis ini berkenaan dengan penelitian terhadap siswa kelas III SDN 1 Cineumbeuy Tahun Akademik 2012/2013 yang berkesulitan membaca. Tujuan tesis ini adalah untuk mengetahui profil kemampuan membaca siswa berkesulitan membaca tersebut, faktor-faktor yang menjadi penyebab siswa berkesulitan membaca tersebut, rancangan pembelajaran membaca permulaan dengan Metode Analisis Glass bagi siswa berkesulitan membaca tersebut, pelaksanaan pembelajaran dengan Metode Analisis Glass bagi siswa berkesulitan membaca tersebut, dan hasil pembelajaran dengan Metode Analisis Glass bagi siswa berkesulitan membaca tersebut.

Metode penelitian yang digunakan dalam tesis ini adalah Metode Studi Kasus. Adapun instrumen penelitian yang digunakan berupa instrumen tes, observasi, dan wawancara.

Berdasarkan hasil penelitian dalam tesis ini, diperoleh data bahwa di kelas III SDN 1 Cineumbeuy Kuningan, tahun akademik 2012/2013 terdapat lima orang siswa yang berkesulitan membaca. Lima orang tersebut kemudian dibagi menjadi dua kelompok, yakni siswa berkesulitan membaca *berat* dan siswa berkesulitan membaca *sedang*. Setelah dilakukan diagnosis diketahui bahwa penyebab siswa berkesulitan membaca tersebut terdiri atas faktor internal yang meliputi: kesadaran fonetik, fonemik, minat dan motivasi belajar yang rendah serta faktor eksternal berupa penggunaan metode pembelajaran yang kurang efektif dan kondisi ekonomi keluarga yang rendah, juga tingkat pendidikan dan keterampilan orangtua yang rendah pula.

Setelah dilakukan tindakan berupa pembelajaran membaca permulaan dengan Metode Analisis Glass, kemampuan membaca siswa tersebut mengalami peningkatan. Hal itu terbukti dari adanya peningkatan kesadaran fonetik dan fonemik kelima siswa berkesulitan membaca tersebut. Dari kelima siswa berkesulitan membaca itu, OR dan RF masih berada pada level frustrasi namun kemampuan membaca mereka sudah meningkat. Sementara itu, H sudah mencapai level instruksional. Adapun N dan Rk, mereka sudah mencapai level independen. Dengan demikian, dapat dikatakan bahwa Metode Analisis Glass mampu meningkatkan kemampuan membaca siswa. Namun, pada siswa berkesulitan membaca *berat* Metode Analisis Glass ini belum mampu meningkatkan level membacanya.

Berdasarkan pemaparan tersebut, penulis menyarankan peneliti selanjutnya untuk melakukan penelitian tentang penanganan terhadap faktor keluarga yang ternyata juga berpengaruh terhadap siswa berkesulitan membaca. Selain itu, mengingat Metode Analisis Glass ini masih memiliki kelemahan yaitu kurang menarik bagi siswa, penulis juga menyarankan untuk meneliti metode lain yang menuntut siswa untuk menganalisis seperti halnya Metode Analisis Glass namun lebih menarik bagi siswa.

ABSTRACT
Beginning Reading Learning Through Glass Analysis Method for Students with Reading Difficulties
(Case Study on Third Grade in Elementary School of   Cineumbeuy – Kuningan Academic Year 2012/2013)

This thesis with respect to research on third-grade students at SDN 1 Cineumbeuy Academic Year 2012/2013 with reading difficulties. The purpose of this thesis was to determine the reading ability profile of the students with reading difficulties, the factors that cause that problem, reading lesson planning with Glass Analysis Method for students with reading difficulties, implementation of learning with Glass Analysis Method for students reading difficulties and learning outcomes with Glass Analysis Method for students with reading difficulties.

The method used in this thesis is the case study method. The research instruments used in the thesis consist of tests instrument, observations, and interviews.

Based on the results of the research in this thesis, data showed that in the third grade at SDN 1 Cineumbeuy – Kuningan , academic year 2012/2013 there were five students with reading difficulties. Five student were then divided into two groups, that's is students with severe reading difficulties and students with middle reading difficulties. After the diagnosis is known that the cause of this problems   consists of internal factors which include: phonetic awareness, phonemic, interest and motivation are low as well as external factors such as the use of learning methods that are less effective and low family economic conditions, as well as the level of education and skills parents are low anyway.

After the action is taken through   Glass Analysis Method, the students' reading ability has increased. OR and RF is still at the level of frustration but their reading skills have improved. Meanwhile, H has reached the instructional level. The N and Rk, they have reached an independent level. Thus, it can be said that the Glass Analysis Method can improve students' reading ability. However, for the students with severe reading difficulties, Glass Analysis Method has not been able to increase the level of reading.

Based on the exposure, the authors recommend further research to conduct research on the handling of family factors were also influential on students with reading difficulties. In addition, given the Glass Analysis Method still has the disadvantage of less interest to students, the authors also suggest to examine other methods that require students to analyze as well as the Glass Analysis Method, but more interesting for students.