

ABSTRAK

EFEKTIVITAS MODEL *CONCENTRATED LANGUAGE ENCOUNTER (CLE)* DALAM PENINGKATAN KETERAMPILAN MEMBACA SISWA SEKOLAH DASAR

Penelitian ini dilatarbelakangi dengan beberapa permasalahan, di antaranya yaitu rendahnya keterampilan membaca siswa, guru tidak mengembangkan keterampilan yang harus dimiliki siswa, dan guru yang tidak menggunakan model atau strategi pembelajaran yang tepat dan bermakna bagi siswa. Tujuan yang hendak dicapai dalam penelitian ini adalah: (1) Mengetahui proses pembelajaran membaca dengan menerapkan model CLE di kelas V SD, (2) mengetahui profil keterampilan membaca siswa, (3) mengetahui perbedaan peningkatan antara siswa yang mendapatkan pembelajaran membaca dengan model CLE dan yang tanpa menggunakan model CLE, dan (4) mengetahui kelebihan dan kekurangan model *Concentrated Language Encounter (CLE)* dalam pembelajaran membaca. Metode penelitian yang digunakan yaitu kuasi eksperimen dengan pendekatan kuantitatif. Hasil penelitian yang diperoleh yaitu; 1) Proses pembelajaran membaca dengan menerapkan model CLE dilaksanakan sesuai dengan prinsip model CLE, salah satunya yaitu pembelajaran yang berjenjang (*scaffolding*); 2) Terdapat perbedaan peningkatan antara siswa yang mendapatkan pembelajaran membaca dengan model CLE dan yang tanpa menggunakan model CLE. 3) Berdasarkan hasil observasi dan catatan lapangan, ditemukan bahwa kelebihan model CLE di antaranya yaitu keterampilan membaca siswa meningkat, berbagai keterampilan berbahasa dapat berkembang, interaksi sosial siswa dalam pembelajaran menjadi lebih baik, serta memberikan pembelajaran yang bermakna bagi siswa. Adapun kekurangan model CLE dalam pembelajaran membaca di kelas V yaitu tidak semua tipe model CLE dapat digunakan di kelas V. Berdasarkan hasil tersebut, maka model *Concentrated Language Encounter (CLE)* efektif digunakan untuk meningkatkan keterampilan membaca siswa sekolah dasar.

Kata kunci: Model *Concentrated Language Encounter (CLE)*, keterampilan membaca

ABSTRACT

EFFECTIVENESS CONCENTRATED LANGUAGE ENCOUNTER (CLE) MODEL IMPROVEMENT READING SKILLS STUDENTS IN PRIMARY SCHOOL

This research is motivated by several problems, among which the low reading skills of students, teachers do not develop the skills students need to have, and teachers who do not use models or learning strategies appropriate and meaningful to students. Goals to be achieved in this study are: (1) Know the process of learning to read by applying the model CLE in class V SD, (2) determine the profile of the reading skills of students, (3) determine differences in improvement between students who had learning to read with the model CLE and without using CLE models, and (4) know the advantages and disadvantages of the model Concentrated Language Encounter (CLE) in learning to read. The method used is quasi-experimental with quantitative approach. The results obtained, namely; 1) The process of learning to read by applying the model CLE properly executed in accordance with the principle of CLE models, one of which is learning tiered (scaffolding); 2) There is a difference between the increase in students who had learning to read with the using CLE model and without using CLE model. 3) Based on observations and field notes, it was found that excess CLE models among which the reading skills of students increased, a variety of language skills can flourish, social interaction students in learning to be better, and provide meaningful learning for students. As for the shortage of models of CLE in learning to read in class V that not all types of CLE models can be used in the class V. Based on these results, the model of Concentrated Language Encounter (CLE) effectively used to improve the reading skills of elementary school students.

Keywords: Concentrated Language Encounter (CLE) Model, reading skills