

**PENINGKATAN KEMAMPUAN MEMBACA INTENSIF
DAN KEMAMPUAN ANALISIS
MELALUI PENDEKATAN SAINTIFIK DENGAN METODE GIST
(GENERATING INTERACTION SCHEMATA AND TEXT)**
(Penelitian Kuasi Eksperimen terhadap Siswa Kelas V
SDN Karangpawulang Bandung Tahun Ajaran 2015/2016)

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ABSTRAK

Dilatari ketidakpuasan terhadap hasil belajar kemampuan membaca intensif dan kemampuan analisis siswa karena sulit menemukan gagasan utama paragraf, ketidakmampuan mengorganisasikan ringkasan isi bacaan, dan kelemahan menyimpulkan isi bacaan, penelitian ini dilaksanakan. Bertujuan untuk memperoleh gambaran hasil penerapan pendekatan saintifik dengan metode GIST terhadap peningkatan kemampuan membaca intensif dan kemampuan analisis siswa kelas V sekolah dasar. Dengan melibatkan siswa kelas V SDN Karangpawulang, penelitian menggunakan metode eksperimen kuasi untuk mencari pengaruh perlakuan terhadap peningkatan kemampuan membaca intensif dan kemampuan analisis siswa. Desain eksperimen merupakan pengembangan dari eksperimen murni (*true experiment design*) menggunakan *pretest-posttest control group design*. Kelompok eksperimen diberi perlakuan (*treatment*) pembelajaran pendekatan saintifik dengan menggunakan metode GIST, sedangkan kelompok kontrol tidak diberi perlakuan yang serupa. Data yang digunakan pada penelitian ini berupa hasil pretes dan pascates yang diberikan pada dua kelas untuk mengetahui efektivitas perlakuan. Hasil data pretes, pasca tes, dan *N-gain* diuji secara kuantitatif dengan uji perbedaan rata-rata nonparametrik *mann-withney*. Berdasarkan hasil uji hipotesis kolom *mann-whitney u* diperoleh nilai sebesar 398,00 dan signifikansi 0,00 untuk kemampuan membaca intensif serta 435,500 dan signifikansi 0,002 untuk kemampuan analisis siswa. Karena nilai signifikansi berada di bawah nilai 0,05 ($0,00 < 0,05$), maka H_0 ditolak. Artinya pendakata saintifik dengan metode GIST berpengaruh signifikan terhadap peningkatan hasil kemampuan membaca intensif dan kemampuan analisis pada siswa kelas lima sekolah dasar. Dapat disimpulkan peningkatan kemampuan membaca intensif dan kemampuan analisis siswa yang diperoleh dari penerapan pendekatan saintifik dengan metode GIST lebih baik daripada pembelajaran berlangsung.

Kata kunci: Pendekatan Saintifik dengan Metode GIST, Kemampuan Membaca Intensif, Kemampuan Analisis.

**INCREASE IN INTENSIVE READING ABILITY AND ANALYSIS CAPABILITY
THROUGH SCIENTIFIC APPROACH WITH GIST METHOD
(GENERATING AND INTERACTION SCHEMATA AND TEXT)**

(Quasi-Experimental Research on Student Class V
SDN Karangpawulang Bandung Academic Year 2015/2016)

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ABSTRACT

Against the backdrop of dissatisfaction with the learning outcomes of intensive reading ability and analytical capability of students as difficult to find the main idea of the paragraph, the inability to organize a summary of the content of reading, and the weakness of the content of reading concluded, the research was conducted. Aim was to obtain the results of the application of scientific approaches to GIST method to increase the ability of intensive reading and analysis capabilities fifth grade elementary school students. By involving the students of class V SDN Karangpawulang, research using quasi-experimental method to find the effect of the treatment of the increase in intensive reading ability and analytical skills of students. Experimental design is the development of a pure experiment (true experiment design) using a pretest-posttest control group design. The experimental group was treated (treatment) learning scientific approach by using GIST, while the control group was not given a similar treatment. The data used in this study of pre-test and post-test results are given in two classes to determine the effectiveness of the treatment. The results of the data pre-test, post-test, and N-gain quantitatively tested with a test average difference nonparemetrik manwithney. Based on the results of hypothesis testing Mann-Whitney U column obtained a value of 398.00 and 0.00 significance for intensive reading ability as well as the significance of 0.002 to 435.500 and analytical skills of students. Because of the significant value is below 0.05 ($0.00 < 0.05$), then H_0 is rejected. That is the scientific approach with GIST method significant effect on yield improvement of intensive reading ability and analysis capability in grade five elementary school. It can be concluded upgrading of intensive reading and analysis capability of students gained from the application of scientific approaches to GIST method is better than the learning takes place.

Keywords: Scientific Approach with GIST Method, Intensive Reading Ability, Analysis Capability.