

ABSTRAK

PENGEMBANGAN STRATEGI PEMBELAJARAN *WORD RECOGNITION* BAGI SISWA KESULITAN MEMBACA KATA DI SEKOLAH DASAR

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Penelitian ini dilatarbelakangi oleh kemampuan membaca siswa kelas 5 sekolah dasar yang berada pada tahap *word recognition* yakni kemampuan dalam membaca kata. Kondisi pembelajaran membaca di kelas 5 masih bersifat klasikal dengan menyeragamkan metode, media dan sumber belajar. Penelitian ini bertujuan untuk merumuskan strategi pembelajaran *word recognition* bagi siswa kesulitan membaca kata di sekolah dasar. Metode yang digunakan dalam penelitian ini adalah *mix methods* dengan desain *concurrent embedded*, yang dibagi kedalam tiga tahapan penelitian yaitu pendahuluan, pengembangan strategi pembelajaran dan implementasi. Subjek penelitian ini adalah siswa dengan kesulitan membaca kata dan guru kelas 5. Penelitian ini mengembangkan strategi pembelajaran *word recognition* dengan melakukan pengkombinasian antara metode maternal reflektif dan metode global. Pengumpulan data dilakukan dengan menggunakan teknik observasi, wawancara, dokumentasi dan tes. Hasil penelitian menunjukkan kemampuan membaca kata pada siswa sekolah dasar mengalami peningkatan melalui penggunaan strategi pembelajaran *word recognition* dimulai dengan melakukan percakapan, membaca ideo-visual, mengidentifikasi kata sesuai dengan kemampuan siswa dan menganalisis kata yang telah diidentifikasi. Hal ini juga berdampak pada perilaku siswa dalam membaca, oleh karena itu direkomendasikan kepada guru perlu adanya pelatihan penggunaan strategi pembelajaran *word recognition* pada pembelajaran membaca kata.

Kata kunci: Strategi pembelajaran *word recognition*, siswa kesulitan membaca kata.

ABSTRACT

DEVELOPMENT OF LEARNING STRATEGY WORD RECOGNITION FOR STUDENTS WITH READING WORD DIFFICULTIES IN ELEMENTARY SCHOOL

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There are fifth grade of elementary school who are experiencing difficulties in reading, the ability is at the stage of word recognition in the ability to read words. Learning condition of reading in fifth grade is still classical by uniforming methods, media and learning resources. The purpose of this research was to formulate learning strategy word recognition for students with reading word difficulties in elementary school. The method used is mixed methods research with concurrent embedded design, which is divided into three stages of research that is introduction, development of learning strategy and implementation of strategy development. The subjects of this research are students with reading word difficulties and teacher of fifth grade. This research develops word recognition learning strategy by doing combination between maternal reflective method and global method. The data were collected by observation, interview, documentation and test. The results showed that the ability of read words in elementary school students has increased through the use of word recognition learning strategy that starts with a conversation, reading ideo-visual, identifying words according to students' abilities and analyzing the words that have been identified. This also affects the behavior of students in reading, therefore recommended to teachers need a training on the use of word recognition learning strategy on learning to read the word.

Keywords: Learning strategy of word recognition, students with reading word difficulties.