

**MODEL PEMBELAJARAN UNTUK MENINGKATKAN  
PENGUASAAN KONSEP MEMBACA PEMAHAMAN  
DALAM IMPLEMENTASI KURIKULUM BAHASA  
INGGRIS DI SMA KOTA BANDUNG**

**DISERTASI**

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar  
Doktor Pendidikan dalam bidang Pengembangan Kurikulum



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## ABSTRAK

**R. Suyato Kusumargono.** Model Pembelajaran untuk Meningkatkan Penguasaan Konsep Membaca Pemahaman dalam Implementasi Kurikulum Bahasa Inggris di SMA Kota Bandung.

Penelitian ini mengembangkan model pembelajaran inkuiri berbasis genre sistemik fungsional linguistik (SFL GBI) untuk meningkatkan kemampuan eksposisi (membaca teks eksposisi) dalam Mata pelajaran Bahasa Inggris siswa SMA di Kota Bandung. Penelitian ini bertujuan untuk menghasilkan sebuah produk, yaitu berupa model pembelajaran Bahasa Inggris SFL GBI yang efektif dan efisien, yang dapat meningkatkan kemampuan eksposisi siswa SMA di Kota Bandung. Penelitian ini menggunakan penelitian *Research and Development* (R & D) yang terdiri dari tiga tahap, yaitu: 1) tahap pendahuluan meliputi perancangan dan penyusunan draf awal model pembelajaran, 2) tahap pengembangan meliputi uji coba pendahuluan, validasi draf model pembelajaran, revisi dan uji coba terbatas, serta 3) tahap pengujian luas. Pada tahap pengujian luas, kemampuan eksposisi siswa antara kelompok kontrol dengan kelompok perlakuan dibandingkan. Pada uji coba lebih luas ini menggunakan pendekatan desain eksperimental, dengan menggunakan desain grup kelompok kontrol-perlakuan pretest-posttes secara acak (*The Randomized Pretest-Posttest Control Group Design*). Analisis dan pengolahan data dilakukan secara kuantitatif dan kualitatif dengan menggunakan analisis korelasi dan uji statistik dengan tahapan; uji normalitas, uji homogenitas, dan uji komparasi. Uji komparasi yaitu membandingkan posttest dan N Gain kemampuan eksposisi siswa antara kelompok eksperimen dengan kelompok kontrol. Seluruh uji statistik menggunakan bantuan program *Statistical Package for Social Sciences* (SPSS) Versi 17. Hasil temuan yang diperoleh dari penelitian ini adalah (a) kontribusi rerata antara pelaksanaan sintaks model SFL GBI fase 1 *engagement* dengan rerata kemampuan esposisi siswa yang menunjukkan hubungan signifikan pada taraf 5%, terjadi pada seluruh kemampuan eksposisi mulai dari *thesis*, *position preview*, *arguments* dan *reiteration*. Kontribusi tertinggi terjadi antara fase 1 *engagement* dengan kemampuan *thesis* sebesar 99.00%. Sedangkan kontribusi terendah terjadi antara fase 1 *engagement* dengan *reiteration* sebesar 96.63%; (b) kemampuan eksposisi siswa pada tahap *thesis* paling tinggi sebesar 72.05%, diikuti tahap *position* “*preview*” sebesar 68.56%, tahap *arguments* sebesar 61.46%, dan yang paling rendah tahap *reiteration* sebesar 55.91%. Simpulan terdapat perbedaan yang signifikan kemampuan eksposisi siswa antara kelompok eksperimen dengan kelompok kontrol pada taraf uji 5%. Rekomendasi perlu dilaksanakan penelitian lanjutan untuk melihat pengaruh model SFL GBI terhadap kemampuan genre lainnya, selain kemampuan eksposisi

**Kata Kunci:** Model pembelajaran, penguasaan konsep, membaca pemahaman

## ABSTRACT

**R. Suyato Kusumargono.** Learning Model to Improve Mastery of the Concept of Reading Comprehension in the Implementation of the English Language Curriculum in Senior High School (SHS) in Bandung City .

This research develops inquiry learning model based on systemic functional linguistic genre (SFL GBI) to improve the ability of exposition (the ability to read the text of exposition) in English Subjects in Senior High School (SHS) in Bandung City. This study aims to produce a product, that is an effective and efficient SFL GBI English learning model, which can improve the exposition ability of senior high school students in Bandung. This study uses Research and Development (R & D) research consisting of three stages, namely: 1) the preliminary stage includes the design and preparation of an initial draft of the learning model, 2) the development stage includes a preliminary trial, validation of the draft learning model, revision and trial run limited, and 3) extensive testing stage. At the stage of extensive testing, the students' exposition ability was compared between the control group and the treatment group. In this broader trial uses an experimental design approach, using a randomized pretest-posttest control-treatment group design (The Randomized Pretest-Posttest Control Group Design). Data analysis and processing are carried out quantitatively and qualitatively, using correlation analysis and statistical tests with stages; normality test, homogeneity test, and comparison test. Comparative test is comparing posttest and N Gain students' exposition ability between the experimental group and the control group. All statistical tests use the help of Statistical Package for Social Sciences (SPSS) Version 17. The findings obtained from this study are (a) the average contribution between the implementation of the syntax of the SFL GBI phase 1 engagement model with the average student's exposition ability which shows a significant relationship at the level 5%, occurs in all exposition capabilities ranging from thesis, position preview, argument and reiteration. The highest contribution occurred between phase 1 engagement with the thesis ability of 99.00%. While the lowest contribution occurred between phase 1 engagement with reiteration of 96.63%; (b) the students' exposition ability at the highest thesis stage was 72.05%, followed by the position of the "preview" position at 68.56%, the arguments stage at 61.46%, and the lowest was the reiteration stage at 55.91%. Conclusion there is a significant difference in students' exposition ability between the experimental group and the control group at the 5% test level. Recommendations, it should be carried out further research to see the effect of the SFL GBI model on the ability of other genres, in addition to the ability of exposition

**Keywords:** Learning model, mastery of concepts, reading comprehension

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