

ABSTRAK

Reswari, Maulida. 2015. *Kemampuan Membaca Kritis Siswa SMA N 1 Sentolo Kelas X melalui Pendekatan Scientific (Ilmiah) Tahun Ajaran 2014/2015*. Skripsi. Yogyakarta: PBSI, JPBS, FKIP, USD.

Penelitian ini bertujuan untuk memperoleh gambaran bagaimana kemampuan membaca kritis siswa SMA N 1 Sentolo melalui pendekatan *scientific* (ilmiah) tahun ajaran 2014/2015. Hal ini dilatarbelakangi oleh rendahnya kemampuan membaca kritis siswa. Melalui penelitian ini, diharapkan pendekatan *scientific* (ilmiah) dapat menunjukkan kemampuan membaca kritis siswa.

Penelitian ini termasuk penelitian eksperimen kuasi dengan desain penelitian *one grup pre-test post test*. Langkah-langkah penelitian ini adalah pada tahap awal guru memberikan tes awal kepada siswa untuk mengetahui kemampuan awal siswa. Setelah itu, guru memberikan pembelajaran membaca kritis dengan menggunakan pendekatan *scientific* (ilmiah). Aspek yang dinilai dalam membaca kritis adalah (1) kemampuan menyebutkan kembali ide pokok (2) kemampuan menganalisis isi bacaan (3) kemampuan menilai isi bacaan (4) kemampuan menginterpretasi makna tersirat (5) kemampuan membuat sinestesis (6) kemampuan mengaplikasikan konsep-konsep yang bersifat problematis.

Kesimpulan dari penelitian ini adalah terdapat peningkatan nilai rata-rata kemampuan membaca kritis siswa dari tes awal ke tes akhir. Nilai rata-rata kemampuan membaca kritis siswa pada tes awal adalah 53,9 sedangkan rata-rata pada tes akhir adalah 62,8. Hasil uji “t” sebesar 2,97 dengan t tabel 2,042. Hal ini berarti terdapat perbedaan yang signifikan pada kemampuan membaca kritis siswa dengan menggunakan pendekatan *scientific* (ilmiah) pada siswa SMA N 1 Sentolo kelas X.

Penggunaan pendekatan *scientific* (ilmiah) pada pembelajaran membaca kritis terbukti dapat meningkatkan nilai siswa SMA N 1 Sentolo kelas X melalui pendekatan *scientific* (ilmiah) tahun ajaran 2014/2015. Hasil penelitian eksperimen kuasi ini diharapkan dapat memberikan manfaat bagi peneliti lain khususnya yang berkaitan dengan pembelajaran membaca kritis di kelas.

ABSTRACT

Reswari, Maulida. 2015. *The Use of Scientific Approach in Critical Reading Comprehension of X Grade of SMA N 1 of 2014/2015*. Undergraduate Thesis. Yogyakarta: PBSI, JPBS, FKIP, USD.

This research aims to get the description on how the critical reading skills of students in SMA N 1 Sentolo through Scientific Approach applied on the school year 2014/2015. It is according to the decreasing of critical reading skills of the students. By this research, it is expected to increase the critical reading skills of the students concerned.

This research is included in the quasi experimental research which is designed by *one grup pre-test post test*. In the first step of the observation, the teachers give the pre-test toward the students in order to understand the initial ability of the students. Afterwards, the teachers provide Scientific Approach toward the students through the critical reading activity. The aspects that are evaluated in the critical reading are (1) the ability of reviewing the main idea (2) the ability of analyzing the reading contents (3) the ability of evaluating the reading contents (4) the ability of interpreting the implied meaning (5) the ability of making a synthesis (6) the ability of applying the concepts which are problematically characterized.

The conclusion of this research is there are the increase of the average value towards the students' critical reading skills in the pre – test and the final test. The average value in the pre-test is 53.9; while in the post-test is 62.8. The result of test “t” is 2.97 relates to t table 2.042. It indicates that the average value in the pre-test is lower than post-test. It shows that there are the significant difference towards the students' critical reading skills of SMA N 1 Sentolo by using scientific approach.

The use of this methodology in regard to the critical reading demonstrates a proof that it could increase an evaluation of the students in SMA N 1 Sentolo through Scientific Approach of the school year 2014/2015. The result of this quasi experimental research is expected to give a benefit for other researchers particularly that relates to the learning of critical reading in the classroom.