

## ABSTRAK

Indayani, **Anik**. 2006. *Perbedaan Prestasi Belajar Membaca Pemahaman Antara Siswa kelas V SD N Sidomulyo I Jekulo Kudus yang Diberi Latihan Meringkas Dan Siswa Kelas V SD N Terban 6 Jekulo Kudus Yang Diberi Latihan Soal Tahun Ajaran 2006/2007*. Yogyakarta: Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini mengkaji perbedaan prestasi belajar membaca pemahaman antara siswa kelas V SD N Sidomulyo I Jekulo Kudus yang diberi latihan meringkas dan siswa kelas V SD N Terban 6 Jekulo Kudus yang diberi latihan soal. Tujuan dari penelitian itu adalah (1) menentukan nilai rata-rata prestasi belajar membaca pemahaman siswa kelas V SD N Sidomulyo 1 Jekulo Kudus yang diberi latihan meringkas, (2) menentukan nilai rata-rata prestasi belajar membaca pemahaman siswa kelas V SD N Terban 6 Jekulo Kudus yang diberi latihan soal, dan (3) menentukan perbedaan prestasi belajar membaca pemahaman antara siswa kelas V SD N Sidomulyo I Jekulo Kudus yang diberi latihan meringkas dengan siswa kelas V SD N Terban 6 Jekulo Kudus yang diberi latihan soal.

Populasi penelitian ini mencakup seluruh siswa kelas V dari 2 SD, yaitu SD N Sidomulyo I Jekulo Kudus dan SD N Terban 6 Jekulo Kudus yang berjumlah 32 siswa. Siswa kelas V SD N Sidomulyo I Jekulo Kudus berjumlah 16 orang dan siswa kelas V SD N Terban 6 Jekulo Kudus berjumlah 16 orang. Instrumen yang digunakan dalam penelitian ini adalah teks bacaan. Teks bacaan yang diberikan kepada siswa sebanyak 4 teks, 3 teks latihan dan satu teks tes akhir. Tes akhir digunakan untuk menentukan prestasi belajar membaca pemahaman. Untuk menguji ada atau tidaknya perbedaan antara dua prestasi belajar membaca pemahaman digunakan uji-t.

Hasil penelitian menunjukkan bahwa nilai rata-rata prestasi belajar: (1) membaca pemahaman siswa kelas V SD N Sidomulyo 1 Jekulo Kudus sebesar 68,27; (2) membaca pemahaman siswa kelas V SD N Terban 6 Jekulo Kudus sebesar 55,71; dan (3) ada perbedaan signifikan prestasi belajar membaca pemahaman antara siswa kelas V SD N Sidomulyo I Jekulo Kudus yang diberi latihan meringkas dengan siswa kelas V SD N Terban 6 Jekulo Kudus yang diberi latihan soal.

Dari hasil penelitian tersebut disimpulkan bahwa nilai rata-rata membaca pemahaman siswa kelas V SD N Sidomulyo 1 Jekulo Kudus yang diberi latihan meringkas lebih tinggi daripada prestasi membaca pemahaman siswa kelas V SD N Terban 6 Jekulo Kudus yang diberi latihan soal, dan siswa kelas V SD N Sidomulyo 1 Jekulo Kudus memiliki prestasi belajar membaca pemahaman lebih tinggi dibandingkan dengan siswa kelas V SD N Terban 6 Jekulo Kudus yang diberi latihan soal.

Walaupun siswa kelas V SD N Sidomulyo I Jekulo Kudus cenderung memiliki prestasi belajar membaca pemahaman lebih tinggi, tidak tertutup kemungkinan bagi siswa kelas V SD N Terban 6 Jekulo Kudus untuk mencapai prestasi yang lebih tinggi. Hal ini dapat diwujudkan jika siswa yang bersangkutan rajin membaca dan rajin mengerjakan soal-soal dalam bacaan.

**ABSTRACT**

**Indayani, Anik.** 2006. *The Achievement Differences of Reading Comprehension between 5<sup>th</sup> Grade Students of SD N Sidomulyo 1 Jekulo Kudus that were Given Summarizing Exercise and 5<sup>th</sup> Grade Students of SD N Terban 6 Jekulo Kudus that were Given 2006/2007 School Teaching Exercise.* Yogyakarta: The Education Study Program of Indonesian, Local Language, and Literature, Departement of Language and Arts Education, Faculty of Teacher Training and education, Universitas sanata Dharma.

This research was studying the achievement differences of reading comprehension between 5<sup>th</sup> Grade students of SD N Sidomulyo 1 Jekulo Kudus that were given summarizing exercise and 5<sup>th</sup> Grade students of SD N Terban 6 Jekulo Kudus that were given 2006/2007 school teaching exercise. The objectives of this research were to determine the achievement: (1) the average grade of 5<sup>th</sup> Grade students of SD N Sidomulyo 1 Jekulo Kudus that were given summarizing exercise, (2) the average grade of 5<sup>th</sup> Grade students of SD N Terban 6 Jekulo Kudus that were given 2006/2007 school teaching exercise, (3) the differences of reading comprehension between 5<sup>th</sup> Grade students of SD N Sidomulyo 1 Jekulo Kudus that were given summarizing exercise and 5<sup>th</sup> Grade of SD N Terban 6 Jekulo Kudus that were given 2006/2007 school teaching exercise.

The research population included 32 students of 5<sup>th</sup> Grade elementary school, 16 students of SD N Sidomulyo 1 Jekulo Kudus and 16 students of SD N Terban 6 Jekulo Kudus. The instrument used in this research was reading text. The students were given four reading texts, three for exercises and one for final test. The final test was used to determine the achievement of reading comprehension. Here, T-test was used to examine whether there were differences among two achievements of reading comprehension.

Test result shows that: (1) the average achievement result of reading comprehension of 5<sup>th</sup> Grade students of SD N Sidomulyo 1 Jekulo Kudus is 68,27, (2) the achievement average of reading learning comprehension of 5<sup>th</sup> grade students of SD N Terban 6 Jekulo Kudus is 55,71 and (3) there were significant achievement differences of reading comprehension between 5<sup>th</sup> grade students of SD N Sidomulyo 1 Jekulo Kudus that were given summsrizing exercise and 5<sup>th</sup> grade students of SD N Terban 6 Jekulo Kudus that were given 2006/2007 school teaching exercise.

It can be summarized from the research that the reading comprehension average result of 5<sup>th</sup> grade students of SD N Sidomulyo 1 Jekulo Kudus that were given summarizing exercise is higher than the average result of 5<sup>th</sup> grade students of SD N Terban 6 Jekulo Kudus that were given lesson exercise.

Although the 5<sup>th</sup> Grade students of SD N Sidomulyo 1 Jekulo Kudus tended to have higher achievement of reading comprehension, it is still possible for 5<sup>th</sup> grade students of SD N Terban 6 Jekulo Kudus to reach higher achievement. It can be done if the students read frequently and do more exercises inside the reading text.