

ABSTRAK

Rumandhani, Muflisatun. 2008. *Teknik, Hambatan, dan Pemecahan Masalah dalam Pembelajaran Keterampilan Membaca dan Menulis di Kelas I SD Semester I: Studi Kasus SD Kanisius Wates, Kulon Progo, Yogyakarta Tahun Ajaran 2007/2008*. Skripsi. Yogyakarta: PBSID, FKIP, USD.

Penelitian ini mengkaji tentang teknik, hambatan, dan pemecahan masalah dalam pembelajaran keterampilan membaca dan menulis pada siswa kelas I semester I SD Kanisius Wates Tahun Ajaran 2007/2008. Tujuan penelitian ini adalah: (1) mendeskripsikan teknik-teknik pembelajaran membaca dan menulis pada siswa kelas I semester I SD Kanisius Wates tahun ajaran 2007/2008, (2) mendeskripsikan hambatan-hambatan yang dialami guru ketika menerapkan teknik pembelajaran membaca dan menulis, dan (3) mendeskripsikan langkah-langkah yang ditempuh guru untuk mengatasi hambatan-hambatan yang ada. Penelitian ini menggunakan pendekatan kualitatif. Jenis penelitian ini adalah deskriptif kualitatif. Penelitian dilakukan di SD Kanisius Wates. Subjek penelitian ini adalah satu orang guru kelas I SD Kanisius Wates. Penelitian ini dilakukan dari tanggal 25 Juli sampai dengan 7 September 2007. Prosedur pengumpulan data dalam penelitian ini dilakukan dengan observasi dan wawancara. Pengecekan hasil temuan dalam penelitian ini dilakukan dengan triangulasi.

Data-data yang sudah terkumpul diklasifikasikan untuk dianalisis. Analisis data dibagi dalam beberapa langkah, yaitu: (1) mentranskrip data hasil rekaman wawancara, (2) mengolah data hasil observasi dan wawancara, (3) mengklasifikasikan data hasil observasi dan wawancara sesuai dengan rumusan masalah penelitian, (4) membuat tabulasi data hasil observasi, (5) membuat tabulasi data hasil wawancara, (6) mengklasifikasikan data teknik-teknik, hambatan-hambatan dalam pembelajaran dan pemecahan masalahnya, (7) mendeskripsikan data teknik yang digunakan, (8) mendeskripsikan data tentang hambatan-hambatan yang ada, dan (9) mendeskripsikan data upaya-upaya pemecahan masalahnya.

Dari hasil penelitian dapat disimpulkan seperti berikut ini. *Pertama*, teknik yang digunakan guru dalam pembelajaran membaca ada empat jenis, yaitu: (1) teknik lihat-baca, (2) teknik menceritakan kembali, (3) teknik mempraktekkan petunjuk, dan (4) teknik melengkapi kata atau kalimat. Teknik yang digunakan guru dalam pembelajaran menulis juga ada empat jenis, yaitu: (1) teknik baca-tulis, (2) teknik dengar-tulis, (3) teknik menjawab pertanyaan, dan (4) teknik melengkapi kata/kalimat.

Kedua, hambatan guru ketika menerapkan teknik pembelajaran membaca dan menulis ada 19 hal. Hambatan-hambatan tersebut berasal dari siswa, guru, dan teknik pembelajaran itu sendiri.

Hambatan yang berasal dari siswa ada 4 hal, yaitu: (1) siswa kesulitan mengenali huruf *p* dan *b*, (2) tidak paham dengan pertanyaan, (3) tidak fokus pada pelajaran, dan (4) belum bisa mengenali huruf *m* dan *n*. Hambatan yang berasal

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dari guru ada 3 hal, yaitu: (1) pembagian waktu kurang efektif, (2) siswa kesulitan mempraktekkan petunjuk, dan (3) guru kurang jelas dalam memberikan tugas. Hambatan yang berasal dari teknik pembelajaran ada 2 hal, yaitu: (1) siswa hanya menirukan guru dalam membaca dan (2) siswa ramai ketika salah satu siswa sedang disuruh membaca.

Hambatan pada penerapan teknik pembelajaran menulis yang berasal dari siswa ada 6 hal, yaitu: (1) belum bisa memegang pensil secara benar, (2) waktu yang dibutuhkan untuk menulis lama, (3) kurang konsentrasi dalam mendengarkan guru, (4) salah dalam menulis huruf *f*, *g*, dan *j*, (5) tidak bersemangat dalam menulis, dan (6) salah menuliskan huruf *u* dan *n*. Hambatan yang berasal dari guru ada 2 hal, yaitu: (1) pembagian waktu kurang efektif dan (2) guru kurang jelas dalam memberikan tugas. Hambatan yang berasal dari teknik pembelajaran ada 2 hal, yaitu: (1) siswa yang sudah selesai menulis mengganggu siswa yang lain dan (2) siswa ramai sendiri ketika ada siswa yang menulis di papan tulis.

Ketiga, pemecahan masalah yang ditempuh untuk mengatasi hambatan pada keterampilan membaca yang bersumber dari siswa, yaitu: (1) guru menjelaskan lagi bentuk huruf *p* dan *b*, (2) guru menjelaskan pertanyaannya, (3) guru mengajak siswa mempraktekkan bersama, dan (4) guru menjelaskan lagi huruf *m* dan *n*. Untuk hambatan dari guru upayanya, yaitu: (1) guru membagi waktu seefektif mungkin, (2) guru memberi contoh mempraktekkan, dan (3) guru menjelaskan lagi tugasnya. Untuk hambatan dari teknik pembelajaran, upayanya yaitu: (1) guru menyuruh siswa membaca sendiri, (2) guru menunjuk siswa untuk membaca secara bergantian, (3) guru menyuruh siswa yang ramai untuk membaca, dan (4) guru menyuruh siswa untuk mengulangi jawabannya dari siswa sebelumnya.

Upaya yang ditempuh pada keterampilan menulis untuk hambatan dari siswa, yaitu: (1) guru mengajarkan dulu cara memegang pensil, (2) siswa disuruh menyelesaikan di rumah, (3) guru mengulangi mengucapkan kata, (4) guru menjelaskan bentuk huruf *f*, *g*, dan *j*, (5) guru menyuruh siswa menjawab secara lisan, dan (6) guru menjelaskan lagi bentuk huruf *u* dan *n*. Untuk hambatan dari guru upayanya, yaitu: (1) guru membagi waktu seefektif mungkin dan (2) menjelaskan lagi pertanyaannya. Untuk hambatan dari teknik pembelajaran, yaitu: (1) guru memeriksa pekerjaan siswa yang sudah selesai dan (2) guru membagi waktu seefektif mungkin.

ABSTRACT

Rumandhani, Muflisatun. 2008. *Techniques, Obstacles, and Problems Solving in Reading and Writing Learning of the first Grade Students of Elementary School First Semester: Case Study of Kanisius Wates Elementary School, Kulon Progo, Yogyakarta 2007/2008*. Undergraduate Thesis. Yogyakarta: PBSID, FKIP, USD.

This study analyzed techniques, obstacles, and problems solving in reading and writing learning of the first grade students of Kanisius Wates Elementary School first semester 2007/2008 academic year. The objectives of this study were: (1) describing reading and writing learning technique of the first grade students of Kanisius Wates Elementary School first semester 2007/2008 academic year, (2) describing teacher's obstacles when applying the reading and writing learning techniques, and (3) describing the teacher's steps in solving the problems for reading and writing learning techniques. This study applied qualitative approach. And the type of this study was descriptive qualitative. This study was done at Kanisius Wates Elementary School. The object of this study was one teacher of the Kanisius Wates first grade class. This study was done from July twenty fifth until September seventh 2007. The data were collected by observation and interview. The checking study result was done by triangulation.

The collected data was classified and analyzed. The data analysis that was divided into some steps: (1) transcribed the data of the interview result, (2) analyzed the result of observation and interview data, (3) classified all the data resulted of the observation and interview based on problem formulation of the study, (4) made a tabulation data of the observation result, (5) made a tabulation data of the interview result, (6) classified the data of the obstacles and problems solving in learning process and problems solving, (7) described the technical data which were applied, (8) described the data of the obstacles which were faced, and (9) described the data of problems solving.

The conclusions of the result of the study can be seen as follow. *First*, there were four types of learning techniques which were applied by the teacher in reading learning, they were (1) looking-reading technique, (2) retelling technique, (3) guidance practicing technique, and (4) completing word/sentence technique.

Second, there were nineteen obstacles which were faced by the teacher when applying the learning technique. Those obstacles came from the students, the teacher and the learning techniques itself.

There were four obstacles that were from the students, they were: (1) the students having difficulties in pronouncing /p/ and /b/, (2) didn't understand the question, (3) The students had a difficulty in focusing on the study, and (4) couldn't recognize letter *m* and *n*. There were three obstacles that were from the teacher, they were: (1) the arrangement of time division was really effective, (2) the students had difficulties in applying the instruction, and (3) the teacher explanation in giving exercise was not easily understood by the students. There were two obstacles that were from the learning techniques, they were: (1) the

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students had only been ordered to repeat the teacher utterance when read something and (2) the students could not focus and made some noise when one of their friends had been ordered to read.

There were six obstacles that were from the students when applying writing learning technique, they were: (1) couldn't hold their pencil at the right position yet, (2) they took a lot of time in writing, (3) they difficult to focus to their teacher's explanation, (4) they incorrectly wrote *f*, *g*, and *j* letters, (5) they didn't show their enthusiastic when they were writing, and (6) they incorrectly wrote *u* and *n* letters. Next, there were two obstacles that were from the teacher, they were: (1) time which was not too effectively arranged, and (2) the teacher's explanation was not easily understood by the students. There were two obstacles that were from the learning techniques, they were: (1) the student who already finished their exercise picked-up the other students and (2) students were busy on their own when there was a friend who was ordered to do something in front of the class.

Third, in solving the problem that were from the students with (1) the teacher explained more about letter *p* and *b*, (2) the teacher explained the question, (3) the teacher asked the students to do practice together, and (4) the teacher explained more about letter *m*, and *n*. For solving the obstacles that were from the teacher (1) the teacher rearranged the time as effective as possible, (2) the teacher gave the example how to practice, and (3) the teacher explained more about students' exercise. In solving the obstacle that were from the learning techniques: (1) the teacher asked the students to read the material by themselves, (2) the teacher asked the students to read by turns, (3) the teacher asked those who were noisy to read, and (4) the teacher asked the students to repeat other's previous answer.

Some steps that were strove to solve the obstacles that were from the students in writing were, (1) the teacher showed the students how to hold their pencil first, (2) the students finished their exercise at home, (3) the teacher repeated her words, (4) the teacher explained more about the sharp of *f*, *g*, and *j* letters, (5) the students was asked to answer the question orally, and (6) the teacher explained more the sharp of *u* and *n* letters. In solving the obstacles that were from the teacher, the strivings were (1) the teacher rearranged the time as effective as possible, and (2) the teacher explained more the questions. In solving the obstacle that were from the learning techniques, the strivings were (1) the teacher checked the students' exercise after they had finished it and (2) the teacher rearranged the time as effective as possible.