

## ABSTRAK

Astutik, Rugi. 2015. *Strategi Pembelajaran Kemampuan Membaca Kritis Berdasarkan Faktor Membaca dan Hasil Tes Kemampuan Membaca Kritis Pada Mahasiswa Semester VI Kelas A Program Studi Pendidikan Bahasa Sastra Indonesia Universitas Sanata Dharma Yogyakarta Tahun Ajaran 2015*. Skripsi. Yogyakarta: PBSI, FKIP, USD.

Penelitian ini mengkaji strategi pembelajaran kemampuan membaca kritis mahasiswa Semester VI kelas A Program Studi Pendidikan Bahasa Sastra Indonesia Universitas Sanata Dharma, Yogyakarta tahun ajaran 2015 berdasarkan faktor membaca dan hasil tes kemampuan membaca kritis. Tujuan penelitian ini adalah mendeskripsikan strategi pembelajaran kemampuan membaca kritis mahasiswa semester VI kelas A Program Studi Pendidikan Bahasa Sastra Indonesia Universitas Sanata Dharma Yogyakarta berdasarkan faktor membaca dan hasil tes kemampuan membaca kritis, yang berjumlah 33 mahasiswa.

Instrumen yang digunakan untuk mendapatkan data adalah tes kemampuan membaca kritis dan nontes berupa observasi, angket faktor membaca, dan wawancara. Penelitian ini menggunakan jenis penelitian deskriptif. Jenis penelitian ini digunakan untuk mendeskripsikan (1) observasi kelas, (2) faktor membaca, (3) tes kemampuan membaca kritis, (4) wawancara, dan (5) strategi pembelajaran kemampuan membaca kritis. Faktor membaca dianalisis berdasarkan faktor internal dan faktor eksternal kemudian dianalisis berdasarkan SWOT. Tes kemampuan membaca kritis dianalisis berdasarkan tujuh aspek membaca kritis, yakni (1) mengenali dan mengingat, (2) memahami isi bacaan, (3) menerapkan konsep-konsep, (4) menganalisis, (5) membuat kesimpulan, (6) menilai, dan (7) memproduksi. Ketujuh aspek tersebut kemudian dikaitkan dengan analisis SWOT untuk mengetahui kekuatan, kelemahan, peluang, dan ancaman. Strategi pembelajaran kemampuan membaca kritis dibuat berdasarkan hasil analisis data observasi, faktor membaca dengan analisis SWOT, hasil tes kemampuan membaca kritis dan keterkaitannya dengan analisis SWOT, dan wawancara.

Hasil penelitian ini diketahui faktor membaca masuk dalam kriteria *tinggi*. Hal tersebut dibuktikan dengan peroleh persentase dari hasil klasifikasi tiap indikator sebesar 69,01%. Tes kemampuan membaca kritis berada pada kategori kemampuan membaca kritis *kurang*. Hal ini dibuktikan dengan nilai rata-rata mahasiswa adalah 21,94. Berdasarkan data tersebut menguatkan peneliti untuk membuat Strategi pembelajaran kemampuan membaca kritis yakni (1) mahasiswa diminta untuk menulis kata asing beserta arti dan konteksnya, (2) memberi tugas membaca, (3) mengembangkan daya pikir mahasiswa, (4) memberi mahasiswa dua teks dengan satu tema, (5) membuat daftar pertanyaan sebelum membaca, (6) memberi kritikan, dan (7) menyusun kerangka dan memproduksi. Jadi, strategi pembelajaran tersebut diharapkan dapat meningkatkan kemampuan membaca kritis mahasiswa PBSI semester VI kelas A Universitas Sanata Dharma Yogyakarta.

**ABSTRACT**

Astutik, Rugi. 2015. *Critical Reading Skill Learning Strategy Based on the Reading Factors and the Result of Critical Reading Skill Test Semester VI Class A, on Program Study Pendidikan Bahasa Sastra Indonesia Students, Sanata Dharma University, Yogyakarta, 2015 Academic Year. Skripsi*. Yogyakarta: PBSI, FKIP, USD.

This research analyzes critical reading skill learning strategy Semester VI class A of Program Study *Pendidikan Bahasa Sastra Indonesia* students, , Sanata Dharma University, Yogyakarta 2015 academic year, based on the reading factor and the result of the critical reading skill test. The purpose of this research is to describe the critical reading skill learning strategy Semester VI class A of Program Study *Pendidikan Bahasa Sastra Indonesia* students, Sanata Dharma University, Yogyakarta, based on the reading factors and the result of the critical reading skill test, which consist of 33 students.

The instruments which were used to collect the data were critical reading skill test and non-test in a form observation, reading factors questionnaires, and interview. This research used descriptive research. It was used to describe (1) reading factor, (2) critical reading skill, and (3) critical reading skill learning strategy, (4) interview and (5) critical reading skill learning strategy. The reading factors were analyzed based on the internal and external factor. After that, it was analyzed based on SWOT. Critical reading skill test was analyzed based on seven aspects of critical reading; they are (1) recognizing and remembering, (2) comprehending the content of the reading passage, (3) implementing concepts, (4) analyzing, (5) creating conclusion, (6) assessing, and (7) producing. Those aspects were related to the SWOT analysis to understand the strength, weakness, opportunity, and threat. Critical reading skill learning strategy was made according to the result of observation data analysis, reading factors and SWOT analysis, the result of critical reading skill test and its relation to SWOT analysis and interview.

The result of this research showed that the reading factors were *high*. It was proven with the percentage of the classification result for each indicator, which was 69,01%. The critical reading test on the critical reading skill category was *low*. It was proven with the students' average score, which was 21,94. Those data convinced the researcher to create critical reading skill learning strategy, which were (1) asking the students to write down unfamiliar words with its meaning and context, (2) giving them reading task, (3) developing students' thought, (4) giving them two texts in one theme, (5) writing down list of questions before reading, (6) giving critic, and (7) creating framework and producing. Therefore, this learning strategy is expected to be able to increase the critical reading skill Semester VI class A, of Program Study *Pendidikan Bahasa Sastra Indonesia* students, Sanata Dharma University, Yogyakarta.