

Siti Aisyah. 2026. *Analisis Strategi Guru Dalam Membantu Membaca Pemahaman Siswa Kelas Iii Pada Proses Pembelajaran Bahasa Indonesia Di SDN Telang 1*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing Dr. Agung Setyawan. S,Pd., M.Pd.

ABSTRAK

Membaca pemahaman merupakan salah satu keterampilan dasar yang harus dimiliki siswa sekolah dasar karena berperan penting dalam memahami informasi dan menunjang keberhasilan belajar. Membaca pemahaman siswa juga masih memerlukan bimbingan guru melalui penerapan strategi pembelajaran yang tepat. Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam membantu membaca pemahaman siswa serta kendala yang dihadapi guru dalam penerapan strategi tersebut pada pembelajaran Bahasa Indonesia kelas III di SDN Telang 1. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan tahapan reduksi data, penyajian data, dan penarikan kesimpulan dengan teknik triangulasi untuk menguji keabsahan data. Hasil penelitian menunjukkan bahwa guru menerapkan berbagai strategi, yaitu membaca secara bergantian, menemukan atau mencatat kata-kata sulit, memberikan pertanyaan berdasarkan isi bacaan, menceritakan kembali isi bacaan menggunakan bahasa sendiri dan memberikan apresiasi. Kendala yang dihadapi meliputi minat membaca siswa rendah, konsentrasi siswa mudah terganggu, keterbatasan kosakata siswa dan keterbatasan media pembelajaran.

Kata kunci: membaca pemahaman, pembelajaran Bahasa Indonesia, strategi guru

Siti Aisyah. 2026. *Analysis of Teacher Strategies in Helping Third Grade Students Read Comprehension During Indonesian Language Learning at SDN Telang 1*. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo Madura University. Supervisor Dr. Agung Setyawan, S.Pd., M.Pd.

ABSTRACT

Reading comprehension is one of the basic skills that elementary school students must have because it plays an important role in understanding information and supporting learning success. Students' reading comprehension still requires teacher guidance through the application of appropriate learning strategies. This study aims to describe the strategies teachers use to help students with reading comprehension and the obstacles teachers face in applying these strategies in Indonesian language lessons for third-grade students at SDN Telang 1. This study uses a qualitative approach with a descriptive research type. Data were obtained through observation, interviews, and documentation, and then analyzed using stages of data reduction, data presentation, and drawing conclusions, with triangulation techniques to test the validity of the data. The research results show that teachers use various strategies, such as taking turns reading, finding or noting difficult words, asking questions based on the reading content, retelling the content in their own words, and giving appreciation. The challenges faced include low student reading interest, students' attention being easily distracted, limited student vocabulary, and limited learning media.

Keywords: reading comprehension, Indonesian language learning, teacher strategies