

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui peran yang guru terapkan dalam aktivitas membaca 10 menit sehingga siswa kelas III di SDN Banyuajuh 02 memiliki pemahaman yang baik terhadap bacaan. Penelitian ini menggunakan metode kualitatif. Uji keabsahan data pada penelitian ini menggunakan triangulasi sumber dan teknik. 1) Peran guru sebagai pengajar; a) Dalam keterampilan menangkap arti kata dan ungkapan memenuhi empat indikator yakni penyampaian mudah dipahami, menjawab pertanyaan, suasana kondusif, dan teknik membaca. b) Dalam keterampilan menangkap makna tersurat atau tersirat memenuhi empat indikator yakni penyampaian mudah dipahami, menjawab pertanyaan siswa, suasana kondusif, teknik dan metode membaca. c) Dalam keterampilan membuat kesimpulan tidak memenuhi empat indikator. 2) Peran guru sebagai pembimbing; a) Dalam keterampilan menangkap arti kata dan ungkapan memenuhi tiga indikator yakni memberikan bimbingan, mendorong bertanya, dan menerjemahkan kata sulit. b) Dalam keterampilan menangkap makna tersurat atau tersirat memenuhi dua indikator yakni memberikan bimbingan dan mendorong siswa bertanya. c) Dalam keterampilan membuat kesimpulan tidak memenuhi tiga indikator. 3) Peran guru sebagai pribadi; a) Dalam keterampilan menangkap arti kata dan ungkapan memenuhi satu indikator yakni sikap guru selama kegiatan baik. b) Dalam keterampilan menangkap makna tersurat atau tersirat memenuhi satu indikator yakni sikap guru selama kegiatan baik. c) Dalam keterampilan membuat kesimpulan tidak memenuhi satu indikator.

Kata kunci : peran guru, membaca 10 menit, keterampilan membaca pemahaman

ABSTRACT

The purpose of this study was to examine the role of teachers in implementing 10-minute reading activities to enhance reading comprehension among third-grade students at SDN Banyuajuh 02. This research employed a qualitative method, and data validity was ensured through triangulation of sources and techniques. 1) The teacher's role as an instructor: a) In understanding the meaning of words and expressions, four indicators were met, namely clear delivery, responsiveness to questions, a conducive classroom atmosphere, and the use of effective reading techniques. b) In understanding explicit and implicit meanings, four indicators were fulfilled, including clear delivery, responsiveness to student questions, a conducive learning environment, and the application of appropriate reading techniques and methods. c) In drawing conclusions, none of the four indicators were met. 2) The teacher's role as a guide: a) In understanding the meaning of words and expressions, three indicators were met, namely providing guidance, encouraging student questions, and helping translate difficult vocabulary. b) In understanding explicit and implicit meanings, two indicators were met, including providing guidance and encouraging inquiry. c) In drawing conclusions, none of the three indicators were met. 3) The teacher's role as an individual: a) In understanding the meaning of words and expressions, one indicator was met, which was a positive attitude during the activity. b) In understanding explicit meanings, one indicator was also met, namely the teacher's positive attitude during the activity. c) In drawing conclusions, the indicator was not met.

Keywords: teacher's role, 10-minute reading, reading comprehension skills