

## ABSTRAK

**Tatik Puji Lestari.** 2024. *Peningkatan Keterampilan Membaca Pemahaman Kalimat Melalui Pembelajaran Diferensiasi pada Siswa Kelas 3 Sekolah Dasar Mojopitu Kecamatan Slahung Kabupaten Ponorogo Semester I Tahun Pelajaran 2024/2025.* Tesis. Madiun: Program Studi Magister Pendidikan Bahasa Indonesia, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M (II) Dr. Panji Kuncoro Hadi, S.S., M.Pd.

**Kata Kunci:** keterampilan membaca pemahaman, pembelajaran diferensiasi, siswa kelas 3, sekolah dasar

Penelitian ini bertujuan untuk meningkatkan keterampilan membaca pemahaman kalimat pada siswa kelas 3 Sekolah Dasar Negeri Mojopitu, Kecamatan Slahung, Kabupaten Ponorogo, melalui penerapan metode pembelajaran diferensiasi. Latar belakang penelitian ini adalah rendahnya kemampuan pemahaman membaca siswa yang disebabkan oleh penggunaan metode pembelajaran yang kurang variatif dan tidak sesuai dengan perbedaan individu siswa. Pembelajaran diferensiasi dipilih sebagai solusi untuk menyesuaikan metode pengajaran dengan kemampuan, minat, dan gaya belajar siswa, sehingga diharapkan dapat meningkatkan hasil belajar. Metode tindakan kelas (PTK) dengan dua siklus. Setiap siklus terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 16 siswa kelas 3 SDN Mojopitu. Data diperoleh melalui tes pemahaman membaca, observasi, dan wawancara. Analisis data dilakukan secara kualitatif untuk mengukur efektivitas pembelajaran diferensiasi terhadap peningkatan keterampilan pemahaman membaca siswa. Hasil penelitian menunjukkan bahwa penerapan pembelajaran diferensiasi secara signifikan meningkatkan keterampilan membaca pemahaman siswa. Hal ini ditunjukkan oleh peningkatan rata-rata skor pemahaman membaca dari 60% pada pra-siklus menjadi 66% pada siklus I dan mencapai 86,1% pada siklus II. Selain itu, jumlah siswa yang mencapai Kriteria Ketuntasan Tingkat pemahaman (KKTP) meningkat dari 3 siswa pada pra-siklus menjadi 5 siswa pada siklus I, dan mencapai 13 siswa pada siklus II. Peningkatan ini mengindikasikan bahwa pembelajaran diferensiasi efektif dalam meningkatkan keterampilan membaca pemahaman kalimat.

## ABSTRACT

**Tatik Puji Lestari.** 2024. Improving Sentence Comprehension Reading Skills Through Differentiated Learning in Class 3 Students of Mojopitu Elementary School, Slahung District, Ponorogo Regency, Semester 1 of the 2024/2025 Academic Year. Thesis. Madiun: Master of Indonesian Language Education Study Program Postgraduate Faculty, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M (II) Dr. Panji Kuncoro Hadi, S.S., M.Pd.

**Keywords: reading comprehension skills, differentiated learning, grade 3 students, elementary school**

This research aims to improve sentence comprehension reading skills in grade 3 students at Mojopitu State Elementary School, Slahung District, Ponorogo Regency, through the application of the differentiation learning method. The background of this research is the low reading comprehension ability of students caused by the use of learning methods that are less varied and not appropriate to individual student differences. Differentiated learning was chosen as a solution to adapt teaching methods to students' abilities, interests and learning styles, so that it is hoped that it can improve learning outcomes. Class action method (PTK) with two cycles. Each cycle consists of planning, implementation, observation and reflection stages. The research subjects were 16 grade 3 students at SDN Mojopitu. Data was obtained through reading comprehension tests, observations, and interviews. Data analysis was carried out qualitatively to measure the effectiveness of differentiation learning in improving students' reading comprehension skills. The research results show that the application of differentiated learning significantly improves students' reading comprehension skills. This is shown by an increase in the average reading comprehension score from 60% in pre-cycle to 66% in cycle I and reaching 86.1% in cycle II. In addition, the number of students who achieved the Criteria for Completion Level of Understanding (KKTP) increased from 3 students in the pre-cycle to 5 students in cycle I, and reached 13 students in cycle II. This increase indicates that differentiation learning is effective in improving sentence comprehension reading skills. The research results show that the application of differentiation learning significantly improves students' reading comprehension skills. This is shown by an increase in the average reading comprehension score from 60% in pre-cycle to 66% in cycle I and reaching 86.1% in cycle II. In addition, the number of students who achieved the Criteria for Completion Level of Understanding (KKTP) increased from 3 students in the pre-cycle to 5 students in cycle I, and reached 13 students in cycle II. This increase indicates that differentiation learning is effective in improving sentence comprehension reading skills.