

ABSTRAK

Dyah Novi Setyarini. 2026. *Kesulitan Memahami Isi Bacaan Pada Siswa Kelas IV Sekolah Dasar (Studi Kasus di SDN Sombo Kecamatan Poncol Kabupaten Magetan Tahun Pelajaran 2025/2026)*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. V. Teguh Suharto, M.Pd.; (II) Dr. Ermi Adriani Meikayanti, M.Pd

Kata kunci: kesulitan memahami isi bacaan, membaca pemahaman, sekolah dasar, studi kasus, literasi membaca.

Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk kesulitan memahami isi bacaan yang dialami siswa kelas IV SDN Sombo Kecamatan Poncol Kabupaten Magetan, mendeskripsikan faktor-faktor yang menyebabkan kesulitan memahami isi bacaan, serta mendeskripsikan implikasi hasil penelitian terhadap pembelajaran membaca di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek penelitian terdiri atas 17 siswa kelas IV dan guru kelas IV SDN Sombo. Data dikumpulkan melalui observasi, wawancara, tes pemahaman bacaan, dan dokumentasi. Analisis data menggunakan model analisis interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Keabsahan data diperiksa melalui triangulasi sumber, triangulasi teknik, dan triangulasi waktu.

Hasil penelitian menunjukkan bahwa bentuk kesulitan memahami isi bacaan yang dialami siswa meliputi kesulitan menentukan ide pokok, memahami makna kosakata, menarik kesimpulan isi bacaan, serta menjawab pertanyaan yang berkaitan dengan isi bacaan terutama yang membutuhkan pemahaman inferensial. Faktor-faktor penyebab kesulitan memahami isi bacaan terdiri atas faktor internal, yaitu kemampuan kognitif, motivasi belajar, minat baca, kemampuan bahasa, dan strategi membaca, serta faktor eksternal yang meliputi dukungan keluarga, lingkungan belajar, karakteristik teks bacaan, dan strategi pembelajaran membaca di sekolah. Implikasi penelitian menunjukkan bahwa peningkatan kemampuan memahami isi bacaan memerlukan pembelajaran membaca yang lebih variatif dan berpusat pada siswa melalui penerapan strategi membaca yang sesuai, pemberian pendampingan secara berkelanjutan, penyediaan bahan bacaan yang menarik, penguatan budaya literasi sekolah, serta kolaborasi antara guru dan orang tua dalam membiasakan kegiatan membaca.

ABSTRACT

Dyah Novi Setyarini. 2026. *Difficulties in Reading Comprehension among Fourth-Grade Elementary School Students (A Case Study at SDN Sombo, Poncol District, Magetan Regency, Academic Year 2025/2026)*. Thesis. Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Supervisors: (I) Dr. V. Teguh Suharto, M.Pd.; (II) Dr. Ermi Adriani Meikayanti, M.Pd.

Keywords: *reading comprehension difficulties, reading comprehension, elementary school, case study, reading literacy.*

This study aimed to describe the forms of reading comprehension difficulties experienced by fourth-grade students at SDN Sombo, Poncol District, Magetan Regency, to identify the factors contributing to these difficulties, and to explain the implications of the findings for reading instruction in elementary schools. This study employed a qualitative approach using a case study design. The research participants consisted of 17 fourth-grade students and the fourth-grade classroom teacher at SDN Sombo. Data were collected through classroom observations, interviews, reading comprehension tests, and documentation. The data were analyzed using the interactive analysis model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing and verification. Data trustworthiness was established through source triangulation, technique triangulation, and time triangulation.

The findings revealed that the students experienced difficulties in identifying the main idea, understanding vocabulary meanings, drawing conclusions from reading passages, and answering questions related to the text, particularly those requiring inferential comprehension. The factors contributing to these reading comprehension difficulties consisted of internal factors, including cognitive ability, learning motivation, reading interest, language proficiency, and reading strategies, as well as external factors, including family support, the learning environment, text characteristics, and reading instruction strategies implemented at school. The findings also indicate that improving students' reading comprehension requires more varied and student-centered reading instruction through the implementation of appropriate reading strategies, continuous instructional support, the provision of engaging reading materials, the strengthening of school literacy practices, and collaboration between teachers and parents in fostering regular reading habits.