

ABSTRAK

NINA WIDYANINGSIH: Uji Keterbacaan Wacana pada Buku Teks Bahasa Indonesia Kelas V Sekolah Dasar Negeri di Kecamatan Wonogiri dengan Teknik Cloze. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.

Penelitian ini bertujuan untuk mendeskripsikan tingkat keterbacaan wacana dalam buku teks BSE bahasa Indonesia SD kelas V di Kecamatan Wonogiri dengan menggunakan alat ukur uji keterbacaan teknik *cloze*. Mendeskripsikan tingkat keterbacaan wacana dalam buku teks NONBSE bahasa Indonesia SD kelas V di Kecamatan Wonogiri dengan menggunakan alat ukur uji keterbacaan teknik *cloze*. Mendeskripsikan perbedaan tingkat keterbacaan wacana antara buku teks BSE dengan buku teks NONBSE setelah diukur dengan alat ukur uji keterbacaan teknik *cloze*.

Jenis penelitian ini adalah penelitian analisis konten. Populasi buku adalah duabelas buku teks bahasa Indonesia yang digunakan di SDN Kecamatan Wonogiri dan terbagi dalam delapan populasi BSE dan empat populasi NONBSE. Populasi sekolah berjumlah limapuluh SD Negeri di Kecamatan Wonogiri. Penarikan sampel dari populasi buku dilakukan dengan teknik penarikan sampel acak proporsional masing-masing mewakili 25% dari populasi dan diperoleh dua buku BSE dan satu buku NONBSE sebagai sampel penelitian ini. Penarikan sampel dari populasi sekolah dilakukan dengan cara penarikan acak berstrata, pada limapuluh SDN di Kecamatan Wonogiri yang terbagi dalam tiga kategori sekolah berdasarkan hasil UN. Dengan undian kertas bergulung pada masing-masing kategori diambil dua SDN sebagai sampelnya. Teknik pengumpulan data dengan meminta responden mengerjakan lembar jawab tes *cloze* secara objektif. Teknik analisis data dengan mengoreksi lembar tes *cloze* sesuai kunci jawaban dengan metode eksak.

Hasil penelitian ini menunjukkan bahwa: (1) tingkat keterbacaan wacana pada BSE 1 menghasilkan persentase rerata skor keterbacaan 57,60% dan sesuai penafsiran interpretasi hasil tes *cloze* termasuk pada kategori instruksional berada pada kisaran 40%-60% dan tingkat keterbacaan BSE 2 menghasilkan persentase rerata skor keterbacaan 59,64% dan sesuai penafsiran interpretasi hasil tes *cloze* termasuk pada kategori instruksional berada pada kisaran 40%-60%; (2) tingkat keterbacaan NONBSE menghasilkan persentase rerata skor keterbacaan 56,55% dan sesuai penafsiran interpretasi hasil tes *cloze* termasuk pada kategori instruksional berada pada kisaran 40%-60%; (3) hasil uji keterbacaan wacana pada buku BSE dan NONBSE menunjukkan sama-sama menunjukkan presentase yang berada pada kategori instruksional dan sesuai penafsiran interpretasi hasil tes *cloze* masuk dalam kategori kisaran 40%-60%. Dengan demikian kedua jenis buku tersebut dapat digunakan dan dipahami oleh siswa dengan arahan dan bimbingan guru.

Kata Kunci: keterbacaan wacana, alat ukur uji keterbacaan teknik *cloze*, tingkat keterbacaan wacana BSE dan NONBS

ABSTRACT

NINA WIDYANINGSIH: *The Readability Test Using the Cloze Technique for the Discourses in Indonesian Language Textbooks for the Fifth Grade of Elementary School in Wonogiri District*. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2013.

This study aims to describe the readability levels of the discourses in electronic school books (ESBs) of the Indonesian language for Grade V of elementary schools in Wonogiri District by using the cloze technique as a readability measurement instrument. The readability levels of the discourses in non-electronic school books (NONESBs) of the Indonesian language for Grade V of elementary schools in Wonogiri District by using the cloze technique as a readability measurement instrument. The difference in the readability levels of the discourses between ESBs and NONESBs after they are assessed by the cloze technique as a readability measurement instrument.

The type of study was a content analysis. The population was twelve Indonesian textbooks used in Elementary School in Wonogiri District, and it consisted of eight ESBs population and four NONESBs populations. There were fifty Elementary Schools in Wonogiri District as the school population. The sample of the book population was from stratified random sampling each representing 25% of the population and obtained two ESBs and one NONESB as the study sample. Sampling of the school population was selected by stratified random sampling, at fifty Elementary Schools in Wonogiri District which were divided into three categories based on the result of the National Examination. Two Elementary Schools were taken as the sample by drawing a piece of folded papers on each category. The data were collected by asking respondents to do the cloze test objectively. They were analyzed by checking the cloze test sheet in accordance with the answer keys for further analysis.

The results of the study are as follows. (1) The readability level of the discourses on the ESB 1 produced an average readability score percentage of 57, 60% and it appropriated with interpretation of the result of the cloze test within the category of instructional in the range of 40%-60% and the readability level of the discourses on the ESB 2 produced an average readability score percentage of 59, 64% and it appropriated with interpretation of the result of the cloze test within the category of instructional in the range of 40%-60%. (2) The readability level of the discourses on the NONESB an average readability score percentage of 56.55% and it appropriated with interpretation of the result of the cloze test within the category of instructional in the range of 40%-60%. (3) The result of the readability test of the discourses both on ESBs and NONESB showed the same percentage in the category of instructional in the range of 40%-60%. Therefore, those two types of textbooks (ESBs and NONESBs) can be used and comprehended by the students under teachers' direction and guidance.

Keywords: readability of discourses, cloze technique as a readability measurement instrument, readability levels of discourses in ESBs and NONESBs