

ABSTRAK

ROCHANA PURBA NURFAUZI: Pengaruh Guided Independent Reading pada Motivasi, Pengetahuan Kosakata, dan Kemampuan Memahami Bacaan Siswa Kelas Delapan SMPN 1 Bantarsari-Cilacap. **Tesis. Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta. 2014.**

Penelitian ini bertujuan untuk: (1) mendeskripsikan pengaruh *guided independent reading (GIR)* sebagai bagian dari *extensive reading*; (2) membandingkan keefektifan antara GIR dan teknik pembelajaran konvensional; dan (3) membandingkan keefektifan antara GIR variasi 1 dan GIR variasi 2 dalam motivasi, penguasaan kosakata, dan kemampuan memahami bacaan.

Penelitian ini menggunakan metode penelitian eksperimental semu dengan menggunakan dua grup penelitian dan satu grup kontrol. Populasi penelitian adalah 254 siswa kelas delapan SMPN 1 Bantarsari-Cilacap yang terbagi dalam tujuh rombongan belajar. Tiga kelas kelompok penelitian dipilih secara acak. Penelitian ini melibatkan empat variabel dengan GIR sebagai variabel bebas, dan motivasi, penguasaan kosakata serta kemampuan pemahaman bacaan sebagai variabel terikat. Data yang diperoleh berasal dari tes dan non-tes. Pengambilan data motivasi menggunakan skala *likert*, data variabel kosakata dan kemampuan pemahaman bacaan berasal dari tes. Data yang diperoleh kemudian dianalisis menggunakan : (1) *one sample t-test* untuk mendeskripsikan pengaruh GIR pada setiap variabel terikat; (2) *multivariate analysis (MANOVA)* untuk mengetahui perbandingan keefektifan antara GIR dan teknik konvensional pada tiga variabel terikat; dan (3) *Tukey* analisis sebagai uji tindak lanjut untuk mengetahui perbandingan keefektifan antara GIR variasi 1 dan variasi 2.

Hasil penelitian ini menunjukkan bahwa: (1) GIR mempunyai pengaruh yang signifikan pada semua variabel terikat dengan taraf signifikansi $t_{hitung} \geq t_{(0,05;n-1)}$; (2) GIR lebih efektif dibandingkan kelas kontrol pada semua variabel terikat dengan taraf signifikansi $p < 0,05$, kecuali GIR variasi 1 dalam hal penguasaan pemahaman bacaan setara dengan kelas konvensional dengan taraf signifikansi $p > 0,05$; (3) tidak ada perbedaan keefektifan antara GIR variasi 1 dan 2 pada motivasi, penguasaan kosakata, dan kemampuan memahami bacaan dengan taraf signifikansi $p < 0,05$.

Kata Kunci: *guided independent reading, motivasi, kosakata, kemampuan memahami bacaan.*

ABSTRACT

ROCHANA PURBA NURFAUZI: *The Effect of Guided Independent Reading on the Motivation, Vocabulary Knowledge, and Reading Comprehension Ability of Grade Eight Students of SMPN 1 Bantarsari-Cilacap.* **Thesis. Yogyakarta: Graduate School, Yogyakarta State University. 2014.**

This research aims to: (1) describe the effect of guided independent reading (GIR) as a part of extensive reading; (2) compare the effectiveness between GIR and conventional learning; and (3) compare the effectiveness between GIR variation 1 and 2 on motivation, vocabulary knowledge and reading comprehension ability.

The research was quasi-experimental using two experimental groups and one control group. The population was 254 students of grade VIII of SMPN 1 Bantarsari-Cilacap, which consisted of seven classes. A sample of three classes was established randomly. There were four variables involved, i.e. GIR as the independent variable, the students' motivation, vocabulary knowledge, and reading comprehension ability as the dependent variable. The data were collected through a non-test technique for students' motivation by using the *likert scale* and a test of vocabulary knowledge and reading comprehension ability. The data were analyzed using : (1) the one sample t-test carried out to investigate the effect of GIR in each dependent variable; (2) the multivariate analysis involving the *Helmert Contrast* carried out to investigate the difference in the effectiveness of GIR as well as the conventional technique on three dependent variables simultaneously; (3) the post-hoc test involving the *Tukey* carried out to analyze which one was more effective between GIR and conventional technique in students' motivation, vocabulary knowledge and reading comprehension ability.

The results of the study show that: (1) GIR has a significant effect on all dependent variables, as indicated by $t_{\text{counted}} \geq t_{(0,05;n-1)}$, (2) GIR is more effective than the control group in improving all dependent variables, as indicated by $p < 0.05$ except GIR variation 1 in reading comprehension ability has an equal effect with a conventional technique, as indicated by $p > 0.05$, (3) there is no difference in the effectiveness of GIR variation 1 and 2 in terms of improving students' motivation, vocabulary knowledge, and reading comprehension skills, as indicated by $p < 0.05$.

Keywords: *guided independent reading, motivation, vocabulary, reading comprehension.*