

ABSTRAK

Siti Julia Salma. **MENINGKATKAN KEMAMPUAN MEMBACA PEMAHAMAN DENGAN MENGGUNAKAN MODEL *SCAFFOLDING* (Penelitian Tindakan Kelas di Kelas 2 SD Negeri 3 Kertasari Kecamatan Ciamis Kabupaten Ciamis).** Skripsi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Galuh. Mei 2026.

Penelitian ini bertujuan mendeskripsikan langkah pembelajaran model *scaffolding* dan mengetahui peningkatan kemampuan membaca pemahaman murid kelas II SD Negeri 3 Kertasari, Kabupaten Ciamis. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) model Kemmis dan Taggart sebanyak dua siklus. Data dikumpulkan melalui observasi dan tes tulis, lalu dianalisis melalui reduksi data, deskripsi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan dua hal utama. Pertama, langkah pembelajaran *scaffolding* diawali penyusunan modul ajar (menentukan ZPD, merancang tugas, memantau aktivitas, dan evaluasi), dilanjutkan pelaksanaan pembelajaran yang meliputi: guru mencontohkan cara memahami bacaan; menjelaskan unsur teks; membimbing dengan pertanyaan pemandu; memberikan bantuan bertahap; siswa membaca mandiri/berkelompok; guru mengurangi bantuan; serta memberikan penguatan. Kedua, terjadi peningkatan signifikan pada kemampuan membaca pemahaman siswa. Pada siklus I, tingkat ketuntasan siswa baru mencapai 52% (12 orang tuntas, 11 orang belum tuntas). Setelah dilakukan perbaikan pada siklus II, tingkat ketuntasan melonjak menjadi 87% (20 orang tuntas, 3 orang belum tuntas). Dengan demikian, penerapan model *scaffolding* terbukti efektif meningkatkan kemampuan membaca pemahaman siswa kelas II.

Kata Kunci: Kemampuan Membaca, Membaca Pemahaman, *Scaffolding*.

ABSTRACT

Siti Julia Salma. **IMPROVING READING COMPREHENSION USING THE SCAFFOLDING MODEL (Classroom Action Research in Grade 2 of SD Negeri 3 Kertasari, Ciamis District, Ciamis Regency)**. Thesis, Faculty of Teacher Training and Education, Galuh University. May 2026.

This study aims to describe the steps of the scaffolding model learning and determine the improvement in the reading comprehension skills of second-grade students at SD Negeri 3 Kertasari, Ciamis Regency. The method used was the Classroom Action Research (CAR) model Kemmis and Taggart in two cycles. Data were collected through observation and written tests, then analyzed through data reduction, data description, and drawing conclusions. The results of the study indicate two main things. First, the scaffolding learning steps begin with the preparation of teaching modules (determining the ZPD, designing tasks, monitoring activities, and evaluation), followed by the implementation of learning which includes: the teacher exemplifying how to understand the reading; explaining text elements; guiding with guiding questions; providing gradual assistance; students reading independently/in groups; the teacher reducing assistance; and providing reinforcement. Second, there was a significant improvement in students' reading comprehension skills. In the first cycle, the student completion rate only reached 52% (12 students completed, 11 students not yet completed). After improvements were made in the second cycle, the completion rate jumped to 87% (20 students completed, 3 students not yet completed). Thus, the implementation of the scaffolding model has proven effective in improving the reading comprehension skills of second-grade students.

Keywords: Reading Ability, Reading Comprehension, Scaffolding.