

**STUDENTS READING PROFICIENCY PROFILE WHILE ONLINE LEARNING
IMPLEMENTATION (A DESCRIPTIVE STUDY IN EIGHTH GRADERS OF MTS
N 3 JEMBRANA)**

By

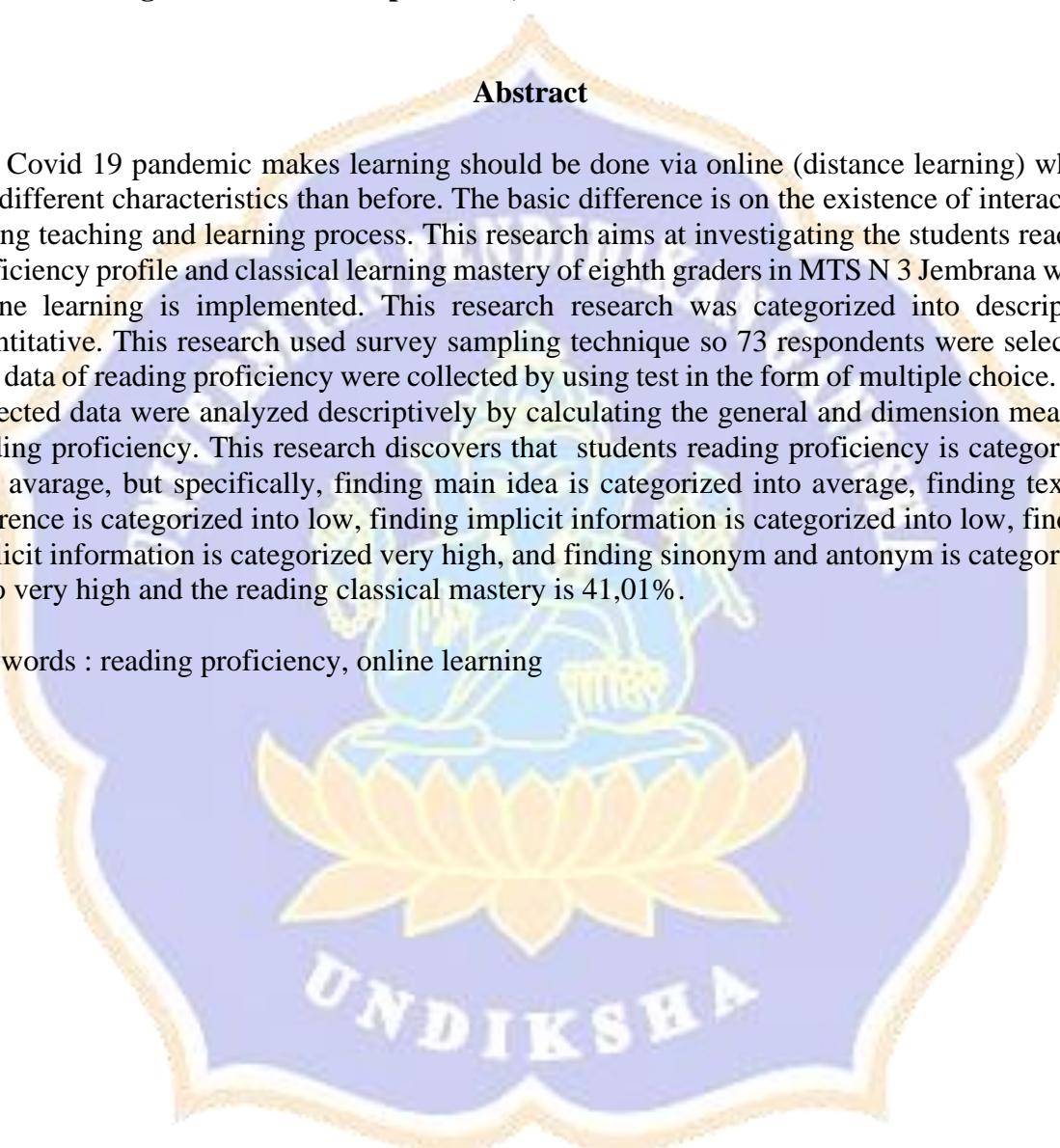
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Abstract

The Covid 19 pandemic makes learning should be done via online (distance learning) which has different characteristics than before. The basic difference is on the existence of interaction during teaching and learning process. This research aims at investigating the students reading proficiency profile and classical learning mastery of eighth graders in MTS N 3 Jembrana while online learning is implemented. This research research was categorized into descriptive quantitative. This research used survey sampling technique so 73 respondents were selected. The data of reading proficiency were collected by using test in the form of multiple choice. The collected data were analyzed descriptively by calculating the general and dimension mean of reading proficiency. This research discovers that students reading proficiency is categorized into avarage, but specifically, finding main idea is categorized into average, finding textual reference is categorized into low, finding implicit information is categorized into low, finding explicit information is categorized very high, and finding sinonym and antonym is categorized in to very high and the reading classical mastery is 41,01%.

Keywords : reading proficiency, online learning



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Abstrak

Pandemi Covid 19 membuat pembelajaran harus dilakukan melalui online (pembelajaran jarak jauh) yang memiliki karakteristik berbeda dari sebelumnya. Perbedaan mendasar terletak pada adanya interaksi selama proses belajar mengajar. Penelitian ini bertujuan untuk mengetahui profil kemampuan membaca dan ketuntasan belajar klasikal siswa kelas VIII MTS N 3 Jembrana selama pembelajaran online dilaksanakan. Penelitian ini termasuk penelitian deskriptif kuantitatif. Penelitian ini menggunakan teknik *survey sampling* sehingga dipilih 73 responden. Data kemampuan membaca dikumpulkan dengan menggunakan tes berupa pilihan ganda. Data yang terkumpul dianalisis secara deskriptif dengan menghitung rata-rata umum dan dimensi kemampuan membaca. Penelitian ini menemukan bahwa kemahiran membaca siswa dikategorikan rata-rata, tetapi secara khusus, menemukan ide pokok dikategorikan sedang, menemukan referensi tekstual dikategorikan rendah, menemukan informasi tersirat dikategorikan rendah, menemukan informasi eksplisit dikategorikan sangat tinggi, dan menemukan sinonim dan antonim tergolong sangat tinggi dan ketuntasan membaca klasikal 41,01%.

Kata Kunci : Kecakapan Membaca, Pembelajaran Daring



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