

PENGARUH METODE SUKU KATA TERHADAP KETERAMPILAN MEMBACA PERMULAAN SISWA DI SEKOLAH DASAR

QORI NURJANAH

17416286206058

ABSTRAK

Penelitian ini bertujuan untuk melihat apakah terdapat hubungan yang signifikan antara keterampilan membaca permulaan menggunakan metode suku kata dengan keterampilan membaca permulaan tanpa metode suku kata pada siswa kelas I SDN Talagasari II. Populasi dalam penelitian ini adalah siswa kelas I yang berjumlah 23 orang, yang keseluruhannya dijadikan sampel. Pendekatan penelitian yang digunakan yaitu kuantitatif dengan pendekatan eksperimen. Metode penelitian yang digunakan *Pre - eksperimental design* dengan tipe *One Grup Pretest – Posttest*. Teknik pengumpulan data yang digunakan berupa tes lisan. Pada pengukuran awal keterampilan membaca permulaan sebelum diberikan perlakuan menunjukkan kategori sangat rendah mencapai 65,21%, kategori rendah mencapai 34,78%, kategori baik, tinggi dan sangat tinggi mencapai 0%. Sedangkan sesudah diberikan perlakuan pada kategori sangat tinggi mencapai 13,04%, kategori tinggi mencapai 34,78%, kategori baik mencapai 39,13%, kategori rendah 8,69%, dan kategori sangat rendah 4,34%. Pengujian analisis data menunjukkan bahwa berdasarkan perhitungan uji-t perolehan nilai t_{hitung} sebesar 27,43 dan t_{tabel} sebesar 2,07. Dapat disimpulkan $t_{hitung} = 27,43 > t_{tabel} = 2,07$ maka H_0 ditolak dan H_a diterima, artinya bahwa penggunaan metode suku kata terhadap keterampilan membaca permulaan berpengaruh terhadap peningkatan keterampilan membaca permulaan siswa kelas I SDN Talagasari II.

Kata kunci : metode suku kata, keterampilan membaca permulaan.

**THE EFFECT OF THE SYLLABLE METHOD ON STUDENTS READING
SKILLS OF ELEMENTARY SCHOOL**

QORI NURJANAH

17416286206058

ABSTRACT

This study aims to see whether there is a significant relationship between early reading skills using the syllable method and early reading skills without the syllable method of first grade students at SDN Talagasari II. The population in this study was class I students, totaling 23 people, all of which were used as samples. The research approach used is quantitative with an experimental approach. The research method used was pre – experimental design with the type of one group pretest – posttest. Data collection techniques used in the form of oral tests. In the initial measurement of initial reading skills before being given treatment, the very low category reached 65,21%, the low category reached 34,78%, the good, high and very high categories reached 0%. While after being given treatment, the very high category reached 13,04%, the high category reached 34,78%, the good category reached 39,13%, the low category was 8,69%, and the very low category was 4,34%. The data analysis test showed that based on the t-test calculation, the t-count was 27,43% and the t-table was 2,07%. It can be concluded that $t\text{-count} = 27,43\% > t\text{-table} = 2,07\%$ then H_0 is rejected and H_a is accepted, meaning that the use of the syllable method on early reading skills affects the improvement of students initial reading skills of first grade students of SDN Talagasari II.

Keywords : syllable method, beginning reading skill