

PENGARUH PENDEKATAN *BALANCED LITERACY* TERHADAP KEMAMPUAN MEMBACA PERMULAAN SISWA DI SEKOLAH DASAR

CELISYA ADHITAMI

21416286206038

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh pendekatan *balanced literacy* terhadap kemampuan membaca permulaan siswa di Sekolah Dasar, khususnya pada siswa kelas II di SDN Karangjaya II tahun pelajaran 2024/2025. Metode yang digunakan dalam penelitian ini adalah eksperimen dengan desain *One-Group Pre-test Post-test*. Sampel penelitian terdiri dari 22 siswa yang mengalami kesulitan dalam membaca permulaan. Hasil penelitian menunjukkan bahwa terdapat pengaruh terhadap kemampuan membaca permulaan siswa setelah penerapan pendekatan *balanced literacy*. Rata-rata nilai *pre-test* siswa adalah 65,45, sedangkan rata-rata nilai *post-test* meningkat menjadi 75,45. Uji hipotesis menggunakan *paired sample t-test* menunjukkan nilai signifikansi 0,000, yang berarti terdapat pengaruh positif dari pendekatan *balanced literacy* terhadap kemampuan membaca permulaan siswa. Penelitian ini diharapkan dapat memberikan kontribusi positif bagi pengembangan metode pembelajaran membaca yang lebih efektif di Sekolah Dasar.

Kata kunci: *Balanced Literacy*, kemampuan membaca permulaan

**THE INFLUENCE OF THE BALANCED LITERACY APPROACH ON THE
EARLY READING SKILLS OF ELEMENTARY SCHOOL STUDENTS**

CELISYA ADHITAMI

21416286206038

ABSTRACT

This study aims to analyze the effect of the Balanced Literacy approach on the early reading skills of elementary school students, specifically second-grade students at SDN Karangjaya II for the 2024/2025 academic year. The method used in this research is an experiment with a One-Group Pre-test Post test design. The research sample consists of 22 students who experience difficulties in early reading. The results show that there is an influence on students' early reading skills after the implementation of the Balanced Literacy approach. The average pre-test score of the students was 65.45, while the average post-test score increased to 75.45. Hypothesis testing using paired sample t-test showed a significance value of 0.000, indicating a positive effect of the Balanced Literacy approach on students' early reading skills. This research is expected to contribute positively to the development of more effective reading teaching methods in elementary schools.

Keywords: *Balanced Literacy, early reading skills*

KARAWANG