

ABSTRAK

Arina, Siti. 2025. *Peningkatan Kemampuan Membaca Dan Menulis Awal Melalui Metode Eja Abjad Berbantuan Media Kartu Huruf Bergambar Pada Siswa Kelas I SDN Tumbrasanom Kec. Kedungadem Kab. Bojonegoro*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Marheny Lukitasari, M.Pd.; (II) Dr. Erlik Widiyani Styati, M.Pd.

Kata kunci: membaca permulaan, menulis permulaan, metode eja abjad, kartu huruf bergambar.

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca dan menulis permulaan melalui penerapan metode eja abjad berbantuan media kartu huruf bergambar pada siswa kelas I SDN Tumbrasanom Kecamatan Kedungadem Kabupaten Bojonegoro. Latar belakang penelitian ini adalah rendahnya kemampuan membaca dan menulis permulaan siswa, yang ditandai dengan kesulitan mengenal huruf, mengeja, membaca kata sederhana, serta menuliskan huruf dan kata dengan benar.

Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah seluruh siswa kelas I SDN Tumbrasanom yang berjumlah 10 orang. Teknik pengumpulan data menggunakan observasi, tes membaca permulaan, dan tes menulis permulaan. Instrumen penelitian berupa lembar observasi aktivitas guru dan siswa serta tes kemampuan membaca dan menulis permulaan. Data dianalisis secara deskriptif kualitatif dan kuantitatif.

Hasil penelitian menunjukkan bahwa penerapan metode eja abjad berbantuan media kartu huruf bergambar dapat meningkatkan kemampuan membaca dan menulis permulaan siswa. Pada Siklus I, kemampuan membaca dan menulis siswa berada pada kategori cukup, namun masih ditemukan beberapa kendala dalam kelancaran membaca dan ketepatan menulis. Setelah dilakukan perbaikan pembelajaran pada Siklus II, terjadi peningkatan yang signifikan baik dari segi proses maupun hasil belajar. Siswa menjadi lebih aktif, antusias, dan percaya diri, serta nilai kemampuan membaca dan menulis permulaan mengalami peningkatan secara klasikal.

ABSTRACT

Arina, Siti. 2025. *Improving Early Reading and Writing Skills Through the Alphabet Spelling Method Assisted by Picture Letter Cards for Grade 1 Students of Tumbrasanom Elementary School, Kedungadem District, Bojonegoro Regency*. Thesis. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Marheny Lukitasari, M.Pd.; (II) Dr. Erlik Widiyani Styati, M.Pd.

Keywords: early reading, early writing, alphabet spelling method, illustrated letter cards.

This study aims to improve early reading and writing skills through the application of the alphabet spelling method assisted by illustrated letter card media for first-grade students at SDN Tumbrasanom, Kedungadem District, Bojonegoro Regency. The background of this research is the low level of students' early reading and writing abilities, which are indicated by difficulties in recognizing letters, spelling, reading simple words, and writing letters and words correctly.

This research employed Classroom Action Research (CAR) conducted in two cycles. Each cycle consisted of planning, action implementation, observation, and reflection stages. The research subjects were all first-grade students of SDN Tumbrasanom, totaling 10 students. Data were collected through observation, early reading tests, and early writing tests. The research instruments included observation sheets for teacher and student activities as well as tests of early reading and writing skills. The data were analyzed using qualitative and quantitative descriptive analysis.

The results of the study indicate that the application of the alphabet spelling method assisted by illustrated letter card media can improve students' early reading and writing skills. In Cycle I, students' reading and writing abilities were categorized as fair, with several difficulties still found in reading fluency and writing accuracy. After improvements were made in Cycle II, a significant increase was observed in both the learning process and learning outcomes. Students became more active, enthusiastic, and confident, and their early reading and writing scores improved classically.

Based on the findings, it can be concluded that the alphabet spelling method assisted by illustrated letter card media is effective in improving early reading and writing skills of first-grade students at SDN Tumbrasanom, Kedungadem District, Bojonegoro Regency.