ABSTRAK

**PENGARUH METODE MULTISENSORI DALAM MENINGKATKAN
KEMAMPUAN MEMBACA PERMULAAN PESERTA DIDIK
KELAS II SEKOLAH DASAR**

Oleh

MERY NURKHALIZA

Masalah dalam penelitian ini adalah rendahnya kemampuan membaca permulaan peserta didik kelas II sekolah dasar. Penelitian ini bertujuan untuk mengetahui pengaruh metode multisensori terhadap kemampuan membaca permulaan peserta didik. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen semu (*quasi experiment*) dan desain *nonequivalent control group design*. Sampel penelitian terdiri atas kelas eksperimen yang memperoleh pembelajaran menggunakan metode multisensori dan kelas kontrol yang memperoleh pembelajaran konvensional. Pengumpulan data dilakukan melalui tes kemampuan membaca permulaan, sedangkan analisis data menggunakan Uji *Wilcoxon Signed Ranks Test*, Uji *Mann–Whitney U Test*, dan perhitungan *N*-Gain. Hasil penelitian menunjukkan bahwa penerapan metode multisensori memberikan pengaruh terhadap kemampuan membaca permulaan peserta didik, yang ditunjukkan oleh adanya peningkatan kemampuan membaca yang signifikan pada kelas eksperimen setelah perlakuan dengan kategori efektivitas *N*-Gain tinggi. Selain itu, hasil analisis deskriptif menunjukkan bahwa kemampuan membaca permulaan peserta didik pada kelas eksperimen cenderung lebih baik dibandingkan dengan kelas kontrol.

Kata kunci: kemampuan membaca permulaan, metode multisensori, sekolah dasar

ABSTRACT

THE EFFECT OF MULTISENSORY METHOD IN IMPROVING BEGINNING READING SKILLS OF SECOND GRADE ELEMENTARY SCHOOL STUDENTS

By

MERY NURKHALIZA

The problem addressed in this study is the low level of early reading ability among elementary school students. This study aims to examine the effect of the multisensory method on students' early reading ability. A quantitative approach with a quasi-experimental method and a nonequivalent control group design was employed. The research sample consisted of an experimental group that received instruction using the multisensory method and a control group that received conventional instruction. Data were collected through an early reading ability test, while data analysis was conducted using the Wilcoxon Signed Ranks Test, the Mann–Whitney U Test, and N-Gain analysis. The results indicate that the implementation of the multisensory method has an effect on students' early reading ability, as evidenced by a significant improvement in the experimental group after the treatment, with a high category of N-Gain effectiveness. Furthermore, descriptive analysis shows that the early reading ability of students in the experimental group tends to be better than that of students in the control group.

Keywords: *beginning reading skills, multisensory method, elementary school*