

ABSTRAK

Analisis Kemampuan Membaca Permulaan Siswa Kelas 2 SD Negeri 4 Tiga

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Penelitian ini bertujuan untuk menganalisis kemampuan membaca permulaan siswa kelas 2 SD Negeri 4 Tiga berdasarkan lima aspek yang diukur menggunakan instrumen Early Grade Reading Assessment (EGRA), yaitu pengenalan huruf, membaca kata bermakna, membaca kata tidak bermakna, membaca nyaring, serta menyimak dan memahami isi bacaan. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui observasi, tes membaca berbasis EGRA, wawancara dengan guru kelas 2, dan dokumentasi. Subjek penelitian terdiri dari 15 siswa dan guru kelas 2. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki kemampuan sangat baik dalam aspek pengenalan huruf, membaca kata bermakna, membaca nyaring, serta menyimak dan memahami bacaan. Pada aspek membaca kata bermakna, mayoritas siswa mampu membaca dengan lancar dan akurat sehingga tergolong dalam kategori sangat baik. Sebaliknya, pada aspek membaca kata tidak bermakna, sebagian besar siswa memperoleh skor rendah dan termasuk dalam kategori kurang, karena masih bergantung pada makna kontekstual dan belum terbiasa membaca kata tanpa arti yang jelas. Hasil tersebut memberikan gambaran kemampuan membaca permulaan siswa yang dapat menjadi dasar dalam perencanaan strategi pembelajaran yang tepat di kelas rendah sekolah dasar.

Kata kunci: Membaca permulaan, EGRA, Kemampuan membaca, Siswa kelas 2.

ABSTRACT

Analysis of Early Reading Ability of Second Grade Students at SD Negeri 4 Tiga.

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This study aims to analyze the early reading ability of second-grade students at SD Negeri 4 Tiga based on five aspects assessed using the Early Grade Reading Assessment (EGRA) instrument: letter recognition, meaningful word reading, non-word reading, oral reading fluency, and reading comprehension. The study employed a descriptive qualitative approach. Data were collected through observation, EGRA-based reading tests, interviews with the second-grade teacher, and documentation. The research subjects consisted of 15 students and the second-grade teacher. The results showed that most students demonstrated very good ability in letter recognition, meaningful word reading, oral reading fluency, and reading comprehension. In the aspect of meaningful word reading, the majority of students were able to read fluently and accurately, falling into the very good category. In contrast, in the non-word reading aspect, most students scored low and were categorized as poor, as they still relied on contextual meaning and were not yet accustomed to reading words without clear meaning. These findings provide an overview of students' early reading abilities, which can serve as a basis for planning appropriate learning strategies in lower primary grades.

Keywords: *arly Reading, EGRA (Early Grade Reading Assessment), Reading Ability, Second Grade Students*