ABSTRAK

Sri Dayanti, 2022. *Perbandingan Kemampuan Membaca Dan Menulis Permulaan Melalui Metode Montessori Berbantuan Dan Tanpa Berbantuan Media Gambar Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas II SD Inpres Tamannyeleng Kecamatan Barombong Kabupaten Gowa.* Dibimbing oleh Tarman A. Arif dan Haslinda.

Penelitian ini bertujuan untuk mengetahui perbandingan kemampuan membaca dan menulis permulaan melalui metode *Montessori* berbantuan dan tanpa berbantuan media gambar pada mata pelajaran bahasa Indonesia siswa kelas II. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *quasi experimental design* dengan bentuk *non-equivalent multiple-group design*. Populasi seluruh siswa kelas II SD Inpres Tamannyeleng Kecamatan Barombong Kabupaten Gowa tahun pelajaran 2021/2022.Teknik pengambilan sampel menggunakan *purposive sampling*. Teknik pengumpulan data menggunakan tes dan dokumentasi.Data dikumpulkan dengan menggunakan soal *pretest* dan *posttest*, selanjutnya dianalisis menggunakan analisis deskriptif dan statistik inferensial.

Hasil penelitian menunjukkan bahwa terdapat perbedaan kemampuan membaca dan menulis permulaan melalui metode *Montessori* berbantuan dan tanpa berbantuan media gambar siswa kelas II SD Inpres Tamannyeleng Kecamatan Barombong Kabupaten Gowa berdasarkan uji *paired sample t-test* dengan nilai signifikasi sebesar 0,006 lebih kecil dari 0,05. Kemampuan membaca dan menulis permulaan siswa berdasarkan N-gain diperoleh nilai untuk kelas eksperimen 1 sebesar 0,36 dan kelas eksperimen 2 sebesar 0,32. Hal ini menunjukan bahwa ada perbedaan pada kelas eksperimen 1 dan kelas eksperimen 2 setelah diterapkan metode *Montessori* berbantuan dan tanpa berbantuan media gambar terhadap kemampuan membaca dan menulis permulaan siswa kelas II SD Inpres Tamannyeleng Kecamatan Barombong Kabupaten Gowa. Dengan penerapan metode *Montessori* berbantuan media gambar dapat memberikan kebebasan bagi siswa untuk belajar dan menarik perhatian siswa sehinggah termotivasi untuk mengikuti pembelajaran.

Kata Kunci: Montessori, Media Gambar, Kemampuan Membaca, Kemampuan Menulis.

ABSTRACT

Sri Dayanti, 2022. Comparison of Initial Reading and Writing Skills Through the Assisted and Unassisted Montessori Method of Picture Media in Indonesian Language Subjects for Class II Students of SD Inpres Tamannyeleng, Barombong District, Gowa Regency. Supervised by Tarman A. Arif and Haslinda.

This study aimed to determine the comparison of initial reading and writing skills through the assisted and unassisted Montessori method of picture media in Indonesian class II students. This study deployed a quantitative approach with a quasi-experimental design type of research in the form of a non-equivalent multiple-group design. The population were all second grade students of SD Inpres Tamannyeleng, Barombong District, Gowa Regency for the 2021/2022 academic year. The sampling technique was purposive sampling. Data collection techniques used tests and documentation. Data were collected using pretest and posttest questions, then analyzed using descriptive analysis and inferential statistics.

The results showed that there were differences in the initial reading and writing abilities through the assisted and unassisted Montessori method of drawing media for the second grade students of SD Inpres Tamannyeleng, Barombong District, Gowa Regency based on the paired sample t-test with a significance value of 0.006 less than 0.05. The students' initial reading and writing ability based on N-gain obtained a score for experimental class 1 of 0.36 and experimental class 2 of 0.32. This showed that there were differences in the experimental class 1 and experimental class 2 after the application of the assisted and unassisted Montessori method of picture media on the reading and writing skills at the second graders of SD Inpres Tamannyeleng, Barombong District, Gowa Regency. With the application of the Montessori method assisted by image media, it provided freedom for students to learn and attract students' attention so that they were motivated to take part in learning.

Keywords: *Montessori, Picture Media, Reading Ability, Writing Ability.*

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