

ABSTRAK

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INTERACTIVE READING TO ENHANCE 3 TO 4 YEAR OLD CHILDREN'S EMERGENT LITERACY SKILLS IN XYZ SCHOOL WEST JAKARTA

(91 halaman, 3 figur, 17 tabel, 15 lampiran)

Ketrampilan literasi awal pada anak usia dini adalah prediktor kesuksesan membaca anak di masa depan. Anak yang gagal menguasai salah satu dari keahlian tersebut mungkin akan mengalami kesulitan untuk mencapai standar membaca yang ditetapkan. Penelitian ini berfokus pada kegiatan membaca interaktif sebagai salah satu alternatif untuk meningkatkan ketrampilan literasi awal pada anak usia dini yaitu 3 sampai 4 tahun. Ketrampilan literasi awal pada anak usia dini yang menjadi fokus adalah *vocabulary*, *alphabets recognition*, *phonic sound*, *phonemic awareness*, dan *print awareness*. Peneliti melakukan penelitian tindakan kelas di kelasnya sendiri dengan 16 orang murid. Melihat perbandingan nilai *pre-test* and *post-test*, peneliti menemukan bahwa metode membaca interaktif berhasil meningkatkan nilai *vocabulary* sebesar 12 poin, nilai *alphabets recognition* sebesar 3 poin, nilai *phonic sound* sebesar 5 poin, dan nilai *phonemic awareness* sebesar 4 poin. Nilai *print awareness* langsung meningkat setelah dilakukannya siklus pertama. Lebih lanjut, peneliti menemukan bahwa kegiatan membaca interaktif sangat baik dilakukan dalam kelompok kecil.

Kata kunci: *interactive reading*, *English*, *vocabulary*, *phonemic awareness*, *alphabets recognition*, *phonic sound*, *print awareness*

Referensi: 90 (1985-2018)

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(91 pages, 3 figures, 17 tables, 15 appendices)

Emergent literacy skills are essential to prepare the children to read in the future. Failing in one of the skill might hinder the children's reading achievement in the future. The present study examines how interactive storybook reading stimulates emergent literacy skills on 3 to 4-year-old children. The emergent literacy skills discussed in this study are vocabulary, alphabets recognition, phonic sound, phonemic awareness, and print awareness. The researcher conducted the interactive reading method with 16 students in the action research done in her own classroom. By comparing the pre-test and post-test results, the researcher found out that the interactive reading method increases the vocabulary by 12 points, alphabets recognition by 3 points, phonic sound by 5 points, and phonemic awareness by 4 points. Print awareness did increase right after the first cycle. Furthermore, this study shows that interactive reading is best done in smaller groups.

Keywords: interactive reading, English, vocabulary, phonemic awareness, alphabets recognition, phonic sound, print awareness

References: 90 (1985-2018)

