

ABSTRACT

Yuliana Kusumaningsih (00000009330)

IMPLEMENTING THE SHARED READING STRATEGY TO FACILITATE PHONEMIC AWARENESS AND PRE-READING SKILLS

(xiv+ 96 pages: 6 figures; 11 tables; 15 appendices)

Children should acquire phonemic awareness to have reading skills. This study was aimed to find out how the shared reading strategy could be implemented to facilitate the students' phonemic awareness and pre-reading skills and what factors influencing its implementations. An action research design was implemented with two cycles which were conducted in three sessions for each cycle that covered reading aloud, identifying high frequency words, and identifying sounds. The participants were nineteen students of Saint John's Catholic Kindergarten, BSD, Tangerang. The data were collected through class observations, student interviews, field notes, and reflections that were analyzed using a systematic system namely coding. The results of the study indicate that the shared reading strategy could be successfully implemented when it was organized in proper sequence. It could facilitate the students' phonemic awareness since it was noticed that the students experienced opportunities to differentiate between sounds, to produce sounds, and to recognize words with the same initial or ending sounds which are considered as the indicators of phonemic awareness. In facilitating pre-reading skills, the shared reading sessions introduced the enjoyment of reading and gave chances to discuss the story. It was found that there were some factors which had to be responded properly which included seating arrangements, the use of flashcards as an additional medium, and students' self-motivations.

Keywords: class action research, phonemic awareness, pre-reading skills, shared reading

References: 40 (1992-2016)

ABSTRAK

Yuliana Kusumaningsih (00000009330)

PENERAPAN STRATEGI *SHARED READING* UNTUK MEMFASILITASI KESADARAN *PHONEMIC* DAN KEMAMPUAN PRA-MEMBACA

(xiv+ 96 halaman: 6 bagan; 11 tabel; 15 lampiran)

Anak-anak harus belajar kesadaran *phonemic* agar memiliki kemampuan membaca. Penelitian ini bertujuan untuk mengetahui bagaimana strategi *shared reading* dapat diterapkan untuk memfasilitasi kesadaran *phonemic* dan kemampuan pra-membaca anak-anak serta faktor-faktor yang mempengaruhi dalam penerapannya. Penelitian tindakan dirancang dan diterapkan dalam dua siklus yang terdiri dari tiga sesi pertemuan meliputi membaca dengan suara nyaring, mengidentifikasi kata-kata berfrekuensi tinggi, dan mengidentifikasi bunyi. Sembilan belas murid TK Saint John's Catholic School, BSD, Tangerang menjadi subjek penelitian. Data dikumpulkan melalui observasi kelas, wawancara murid, catatan lapangan, dan refleksi yang dianalisa dengan sistem yang sistematis yaitu *coding*. Hasil penelitian mengindikasikan bahwa strategi *shared reading* dapat berhasil diterapkan jika dilaksanakan dengan langkah-langkah yang runtut. Strategi ini dapat memfasilitasi kesadaran *phonemic* karena diketahui bahwa anak mendapatkan kesempatan untuk membedakan bunyi, menghasilkan bunyi, dan mengenal kata-kata dengan bunyi awal dan akhir yang sama yang merupakan indikator dari kesadaran *phonemic*. Dalam hal memfasilitasi kemampuan pra-membaca, strategi ini mengenalkan kenikmatan membaca dan memberikan kesempatan untuk berdiskusi tentang cerita yang dibaca. Ditemukan bahwa ada beberapa faktor yang harus ditanggapi dengan baik yaitu pengaturan tempat duduk, penggunaan kartu sebagai media tambahan, dan motivasi diri murid-murid.

Kata kunci: penelitian tindakan kelas, kesadaran phonemic, kemampuan pra-membaca, shared reading

Referensi: 40 (1992-2016)