

ABSTRAK

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PENERAPAN METODE DRILL UNTUK MENINGKATKAN KEMAMPUAN MENGENAL LAMBANG BILANGAN 1-20 TK B-3 SLH KUPANG

(xiii + 73 halaman: 3 gambar; 8 tabel; 19 lampiran)

Pengenalan lambang bilangan 1-20 sangat penting dipelajari pada siswa TK karena dengan mengenal lambang bilangan 1-20 dapat membantu pemberian stimulus tumbuh kembang anak. Namun pada kenyataannya pengenalan lambang bilangan 1-20 siswa masih sangat kurang. Hal tersebut dapat dilihat dari proses tanya jawab yang terjadi dikelas dan hasil latihan siswa yang belum mencapai standar. Oleh karena itu dilakukan penelitian tentang penerapan metode *drill* untuk meningkatkan kemampuan mengenal lambang bilangan 1-20 TK B-3 SLH Kupang. Dengan tujuan untuk mengetahui peningkatan mengenal lambang bilangan 1-20 dengan penerapan metode *drill*.

Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan model Pelton yang dilakukan pada 11, 18, 23, 25, 29, 30 Oktober 2018. Penelitian ini dilakukan sebanyak dua kali tindakan, satu tindakan tiga kali pertemuan pembelajaran. Subjek penelitian adalah 9 siswa kelas TK B-3 SLH Kupang. Instrumen yang peneliti gunakan adalah lembar observasi, pedoman wawancara, lembar kerja siswa, dan jurnal refleksi.

Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa terdapat peningkatan dari tindakan pertama ke kedua sebesar 20%, 40%, 40%. Langkah-langkah yang digunakan pada metode *drill* yaitu: 1) Menjelaskan tujuan pembelajaran dan rencana pembelajaran dalam satu hari pembelajaran. 2) Menjelaskan materi yang akan dilatihkan. 3) Memberikan informasi waktu dalam pengerjaan latihan berdasarkan tingkat kesulitan soal. 4) Memberikan kesempatan untuk siswa bertanya. 5) Memberikan latihan bagi siswa. 6) Memonitori setiap latihan yang murid kerjakan. 7) Latihan yang diberikan bervariasi sehingga membangkitkan minat siswa. 8) Melakukan refleksi dan memberikan umpan balik siswa.

Kata Kunci: Metode *Drill* dan Kemampuan mengenal lambang bilangan 1-20

Referensi: 39 (2000-2018)

ABSTRACT

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THE IMPLEMENTATION OF DRILL METHOD TO ENHANCE STUDENTS' ABILITY TO RECOGNIZE NUMBERS 1 UNTIL 20 IN KINDERGARTEN B-3 CLASS AT SLH KUPANG.

(xiii + 73 pages; 3 images; 8 table; 19 appendices)

The introduction of numbers 1-20 symbols is very important to learn in kindergarten students because by recognizing the symbols of numbers 1-20 can help to provide stimulus for children development. But in fact, the introduction of symbols of numbers 1-20 students is still very lacking. It could be seen from the question and answer session in the classroom, the result of students' exercises which had not reach the standard, the lack of students' carefulness in doing the exercises, and the lack of the exercises itself. In accordance with the problems that appeared in the classroom, the purpose of this research was to know if there is an improvement of knowing numbers 1 – 20 with Drill method.

The research method that used by the researcher was Classroom Action Research (CAR) with Pelton Model. The research was conducted on 11, 18, 23, 25, 29, 30 October 2018. The researcher did two times plan activations. One plan activation took three meetings. The subject of this research were 8 kindergarten students in B-3 Class at SLH Kupang. The instruments used by the researcher were observation sheets, interviews, students' worksheets, and reflection journals.

Based on the results of the study, the researcher concluded that there was an improvement from the first to the second action is 20%, 40%, 40%. The steps used in the drill method are: 1) Explaining the learning objectives and learning plan in one learning session. 2) Explaining the material to be exercised. 3) Providing information of the time of exercise based on the difficulty level of the problem. 4) Providing opportunities for students to ask. 5) Providing exercise for students. 6) Monitoring every exercise that the students do. 7) The exercises given are various so that it attracts students' interest. 8) Reflecting and providing students feedback.

Keywords: Drill methods and ability to recognize numbers 1 - 20

Referensi: 39 (2000-2018)