

Meningkatkan Minat Baca pada Anak Usia TK dengan Metode Read Aloud dan Program Reward Baca Mandiri = Improving Reading Interest on Kindergarten Children Using Read Aloud Method Independent Reading Reward Program

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Abstrak

Program intervensi yang dilakukan terhadap K didasarkan pada metode Read Aloud dari Trelease (2008) dan pemberian reward jika K berhasil membaca buku secara mandiri. Program intervensi ini bertujuan untuk meningkatkan minat membaca pada K, sehingga ia mampu membaca buku secara mandiri karena keinginannya sendiri. Program intervensi diadakan dalam waktu 8 (delapan) hari efektif yang terdiri atas tiga bagian, yaitu Ceramah Interaktif Read Aloud sebagai tahap intervensi pertama dan sebagai kegiatan pengembangan kemampuan bagi Ibu Z, Pelaksanaan Read Aloud di rumah sebagai tahap intervensi kedua dan Program Reward Baca Mandiri sebagai tahap intervensi ketiga. Setelah ketiga tahap selesai maka akan diambil hasil evaluasi dari program intervensi.

Hasil intervensi secara umum menunjukkan bahwa program intervensi Read Aloud dan Reward Baca Mandiri cukup efektif dalam meningkatkan minat membaca pada K, yang ditunjukkan dengan munculnya perilaku yang berhubungan dengan minat membaca termasuk salah satunya membaca mandiri. K berhasil membaca delapan cerita selama intervensi berlangsung. Meskipun begitu, kegiatan Read Aloud di rumah dan Baca Mandiri tidak berjalan sesuai jumlah hari yang direncanakan yaitu 7 hari. Kegiatan Read Aloud hanya berlangsung selama 3 hari dan Baca Mandiri berlangsung selama 4 hari. Menurunnya kesehatan Ibu Z sebagai pembaca buku cerita dan terlalu banyak waktu K untuk menonton televisi menjadi penyebab kurang maksimalnya hasil yang dicapai.

Intervention program that has been conducted upon subject K is based on Read Aloud method from Trelease (2008), reward are also given to K if she is able to read a book independently. The intervention program purpose is to improve reading interest on K, so she is able to read a book independently due to personal interest. The intervention program scheduled for 8 (eight) effective day which consists of three parts, interactive lessorhof Read Aloud for K's mother (or known as Z) as first step of intervention and as a improvement activity for Z, read aloud implementation as second step of intervention, and independent reading reward program as third step. After all steps has been conducted the evaluation of intervention program are taken.

The intervention result generally shows that read aloud and independent reading reward can be quite effective to increase reading interest in K, that is showed by the onset of behavior related to reading interest, where as K has read 8 stories during the intervention. Even so, the time plan for read aloud and independent reading activity in K's house does not occur as scheduled. The program scheduled for 7 days, but in reality read aloud activity only occurred 3 days and independent reading activity only occurred 4 days. Due to the Z as story reader was being sick and K activity that spends too much time watching TV; these have resulted

achievements are not maximized.