

Pengaruh storytelling terhadap pembelajaran kosakata bahasa Inggris pada pemelajar anak usia dini di PAUD Matahari Jakarta = The effect of storytelling on early young learner s english vocabulary acquisition at PAUD Matahari Jakarta / Yuni Herawati

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Abstrak

[ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh metode storytelling dalam mengajarkan bahasa Inggris sebagai bahasa asing kepada anak pra-sekolah. Penelitian dilakukan di sebuah taman kanak-kanak Pendidikan Anak Usia Dini (PAUD). Subjek penelitian ini memiliki keterpaparan yang sangat terbatas terhadap bahasa Inggris sebelum pemberian perlakuan dimulai. Penelitian ini merupakan penelitian kuasi-eksperimental satu kelompok dengan pre-test, posttest I dan post-test II. Kuesioner juga digunakan untuk mengetahui persepsi guru terhadap metode pembelajaran storytelling ini. Teori yang digunakan dalam penelitian ini adalah karakteristik perkembangan bahasa pada anak, pembelajaran bahasa Inggris pada pemelajar usia dini, hipotesis masukan Krashen, hipotesis interaksi Long, hipotesis keluaran Swain, dan scaffolding dari Bruner. Hasil penelitian menunjukkan bukti-bukti bahwa pengajaran bahasa Inggris dengan metode storytelling dapat meningkatkan penguasaan kosakata bahasa Inggris anak baik kemampuan reseptif maupun produktif.

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ABSTRACT

The aim of this study is to present the effects of the storytelling method for teaching English as a foreign language to preschool children. The study was carried out in a PAUD (Pendidikan Anak Usia Dini/Early childhood education program). The children have a limited exposure to English at home and school. The study is a quasi-experimental research with one group pre-test, post-test I and post-test II design. A questionnaire was used to find out the teacher's perception about the storytelling method. Theories which are used in this study are child language development's characteristics (Santrock, 2007), teaching English as a foreign language to young learners (Pinter, 2009), Krashen's input hypothesis (1983), Long's interaction hypothesis (1996), Swain's output hypothesis (2000), and scaffolding (Bruner, 1957). The findings of this research seem to provide some evidence to show that teaching English language through storytelling can lead to the development of children's receptive and productive vocabulary, The aim of this study is to present the effects of the storytelling method for teaching English as a foreign language to preschool children. The study was carried out in a PAUD (Pendidikan Anak Usia Dini/Early childhood education

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