

# Efektivitas pelatihan read-aloud untuk meningkatkan interaksi guru dengan siswa usia 3-4 tahun = The effectiveness of training on read-aloud to increase teacher-student interaction study of children 3-4 years old

Maulida Kurniasari, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20422874&lokasi=lokal>

---

Abstrak

[<b>ABSTRAK</b><br>

Tujuan penelitian ini adalah untuk melihat efektivitas pelatihan teknik read-aloud dalam meningkatkan kualitas interaksi guru dengan siswa usia 3-4 tahun melalui pelatihan selama 12 jam, yang dibagi dalam 3 hari dan 6 sesi. Penelitian ini menggunakan desain pre-test dan post-test dengan guru sebagai partisipan. Alat ukur yang digunakan adalah lembar panduan observasi interaksi guru-siswa saat kegiatan read-aloud. Pelatihan ini menggunakan beberapa metode, yaitu diskusi, role-play, observasi video kegiatan read-aloud, dan ceramah. Hasil uji statistik dengan menggunakan wilcoxon sign ranks menunjukkan tidak ada perbedaan yang signifikan dalam interaksi guru-siswa saat kegiatan read-aloud antara sebelum dan sesudah pelatihan ( $Z = -1.826$ ,  $p = 0.068 > 0.05$ ). Akan tetapi, secara kualitatif, ditemukan sejumlah perubahan dalam kualitas interaksi guru-siswa saat kegiatan read-aloud antara sebelum dan sesudah pelatihan.

<hr>

<b>ABSTRACT</b><b>

The aim of this research is to understand the effectiveness of training on Read-Aloud technique in increasing the quality of teacher-student interaction (study of children 3-4 years old). The Read-Aloud technique is given through a 12 hours training that has been divided into 3 days and 6 sessions training program. Research was conducted using a pre-test and a post-test design, teachers as participant. Teacher-student interaction observation while doing read-aloud guide was used as the instrument. There are several methods was applied in this training, that is discussion, role-play, observation on read-aloud activity video and lecture. Statistical test using wilcoxon sign ranks shows there are no significant difference in teacher-student interaction while doing read-aloud before and after training ( $Z = -1,826$ ,  $p > 0,068 > 0,05$ ). But, qualitatively, there are several changes in quality teacher-student interaction before and after training., The aim of this research is to understand the effectiveness of training on Read-Aloud technique in increasing the quality of teacher-student interaction (study of children 3-4 years old). The Read-Aloud technique is given through a 12 hours training that has been divided into 3 days and 6 sessions training program. Research was conducted using a pre-test and a post-test design, teachers as participant. Teacher-student interaction observation while doing read-aloud guide

was used as the instrument. There are several methods was applied in this training, that is discussion, role-play, observation on read-aloud activity video and lecture. Statistical test using wilcoxon sign ranks shows there are no significant difference in teacher-student interaction while doing read-aloud before and after training ( $Z=-1,826$ ,  $p>0,068>0,05$ ). But, qualitatively, there are several changes in quality teacher-student interaction before and after training.]