

READ ALOUD PROGRAM MANAGEMENT TO DEVELOP SPEAKING ABILITY IN PERTIWI REJASA KINDERGARTEN

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Abstract. Research purposes This For explain management implementation read aloud method for children age early and explain results addition ability speak child age early in Pertiwi Rejasa Kindergarten. Study This use approach descriptive qualitative. Subject study This that is educators and parents Data collected with method interview in-depth, observation and documentation. Data were analyzed with stage data reduction, data display, verification and conclusion. The validity of the data is tested by credibility test techniques, dependability tests, confirmability tests and transferability tests. Research result show that organization management implementation reading aloud method already Enough good. This is can proven with existence characteristics and benefits reading aloud method achieved in its implementation. In the implementation reading aloud method is available aspect language and literacy through fond of read and add vocabulary, besides That in the listen to participant educate there is concentration, and participation. Discussion inside it covers submission questions, solutions problems and appreciate opinion. Within the ability speak child age early there is aspect linguistic and non-linguistic. Based on results study show that with implementation reading aloud method, some big ability speak child become increased. This is supported with indicators and results an interview that shows aspect linguistic and non-linguistic ability speak child experience addition.

Keywords: Ability Speaking, Read Aloud.

INTRODUCTION

Ability language in children is one of aspect important necessary developments noted. According to Bromley, said that ability child age early That consists of on four aspect Language namely, listening, speaking, reading, writing. The ability Language Alone classified based on Language receptive and language expressive. Ability Language receptive own relation to ability Language expressive children (Fitriani, 2019). One of the senses, namely senses hearing is one of the acquisition and understanding Language receptive (Khosibah & Dimyati, 2021). Skills heard by children at school according to Otto that children when be at school more Lots listening to teachers and friends at school. Therefore that, skill hear become important part of the aspect development speaking (Novitasari, 2020).

Receptive language is ability Language in hear greeting oral deep and deep understand language. Ability child in listen, hear in understand Language Can called with ability Language receptive. Development Language child age early stated in Minister of Education and Culture Regulation No. 137 of 2014 concerning standard level achievement development children (STPPA) who are divided become three part that is ability understand language, express language, and literacy. Ability understand Language including in ability Language receptive (Fitriani et al., 2019). Based on matter the ability Language receptive child required stimulation to be able to develop optimally.

A number of year to the back read aloud activities or read loud become activity popular method given by some parents, and kindergarten institutions. The read aloud method is Trelease's idea (in Nurkholifah & Wiyani, 2020) which explains that read story for children with make a sound loud, clear pronunciation and intonation accompanied by expression and language body others. Situation read loud considered as aesthetic show Because reader can act out text with a dramatic way to

influence hearing children, and the existence of interaction child with books and readers (Haggström, 2020).

It is known existence implementation of read aloud carried out on one of the kindergarten institutions in Banjarnegara that have apply learning read loud is Pertiwi Rejasa Kindergarten. The purpose of organization method the in a way general is as a children's media For Study speaking in front of general and training trust self they. This is done so that the child believe self, capable to express opinion and able tell return book or the story that has been they read, so that they can share knowledge about Friend peers.

The program also focuses to child age 5-6 years For hone ability they For read and tell return Contents reading, good in the form of fairytale or other readings as means Study speaking. Educator own objective in the reading aloud method as one of the strategies to help child age 5-6 years in increase ability speak child. From the background behind there, then researcher interested For do study with title "MANAGEMENT OF READ ALOUD PROGRAM TO DEVELOP SPEAKING ABILITY IN PERTIWI REJASA KINDERGARTEN." The purpose of study This is For analyzing the reading aloud program at Pertiwi Rejasa Kindergarten and analyzing addition ability speak child age 5-6 years at PERTIWI REJASA KINDERGARTEN.

In general literally read aloud means read loud. This term more understood with read book in a way Reading aloud. Reading aloud is one of the effective tool For help strong foundation in matter language and literacy (Frankenberg, 2009:6). With own story read For children, they Study For love stories and reading. Through reading, child Can to pronounce every word in A book, but No means he understand meaning. According to Ratnaningsih (1999:295), reading is to obtain understanding from words written by others and is a base from education early, someone without background behind read can hinder Good in education, achievement ideals, as well as its socialization in society. Therefore that, for child especially at the age early, role the storyteller is very important in help transfer understanding and meaning story book.

According to Hisyam Zaini, et al (2007:45), it states that the reading aloud method is method read book with hard or loud. This strategy can petrified student in concentrate, submit questions and provocative discussion. While reading aloud is a activity or activities that are tool for teachers, students, or reader together with other people or listener For catch as well as understand information, thoughts, and feelings somebody author reader must use all skills (Taringan, 2008: 23). Reading loud is A approaches that can satisfying as well as fulfil various Variety objective as well as develop a number of skills and interests.

From several understanding on so researcher can compile from a number of understanding the as following that the reading aloud method is a method with read book with hard as can be interesting attention For children so that they interested and meaning story delivered as well as can inspiring discussion on children.

If you want children become good, means parents should become more Good moreover in the past (Situmorang, 2005:109). Children like sponge small absorb all words and values from parents they. According to Paul Jennings (2008:17), "viruses" read This only Can transmitted to children when parents willing become storyteller, giver example How read book That open horizon thoughts, and how importance book For increase quality life.

RESEARCH METHOD

In the research this, researcher use type study qualitative. In the research This researcher use approach qualitative descriptive which is a process of research and understanding based on a methodology that investigates a phenomenon social and problems human. Definition method descriptive according to (Sugiyono , 2009:21) method descriptive is the method used For describe or analyze a results study but No used For make more conclusions wide.

Subject in study This that is educators and parents of students. While in determine subject research, researcher use purposive sampling and snowball sampling techniques. Data collection techniques used in study This that is interview in-depth, observation as well as documentation. Interview deep done to educator tk motherland reja and parents of students. Observation and documentation done in implementation of the reading aloud program that is currently being ongoing. The data analysis techniques used that is data reduction, data display and verification and conclusion. Data reduction is done with simplify data, select things important from the data obtained from interview in-depth, observation and documentation. Display data in study This done in form description narrative supported by archives or Photo documentation activities. Under verification and conclusion is conclusions drawn by researchers based on condensation and display of data that has been done. Furthermore, the data that has been analyzed in the validity test with credibility test, dependability test, transferability test and confirmability test.

RESULT AND ANALYSIS

Based on the results obtained from field and data analysis that has been done, then can explained as following:

1.1 Read Aloud Program Management at Pertiwi Rejasa Kindergarten

Implementation of the reading aloud program based on findings in research This is a program that exists at Pertiwi Rejasa Kindergarten as one of the development programs for child age early with give knowledge to the participants educate For apply and learn knowledge about read loud use add ability speak child.

In general literally reading aloud means read aloud. The reading aloud method is a method or effective tool For help strong foundation in matter language and literacy (Frankenberg, 2009:6). If this This connected with results study got that implementation the reading aloud method is a the method used by educators For build foundation strong literacy to child age early.

That matter proven with increase hobby reading and vocabulary gained taught or transmit to children, because We know that points from literacy is hobby read. More continue, when analyzed return in accordance findings got synchronicity from theory the with findings obtained that implementation the reading aloud method of course is activity term long with emphasis on language and literacy that is covers hobby read children. This is proven with existence improvement borrowing collection material reading provided by the Pertiwi Rejasa Kindergarten institution at each the month. Besides That implementation The reading aloud method also provides knowledge new to the participants educate about addition vocabulary and fairy tales through read loud. While attitude concentration, submit questions and provocative discussion formed with method managers and tutors in implementation implementation reading aloud method, namely through implementation effective activities. Implementation it is said effective because at the time participant educate follow activities, children interspersed with games Because participant educate also still children with objective they No bored. So based on matter the can concluded that theory the has in harmony with findings obtained that the implementation of the reading aloud program is methods applied For help strong foundation in matter language and literacy. Besides That method it can also be help participant in concentrate, submit questions and provocative discussion.

Beside about involvement educators and participants educated in this program, parental knowledge about pattern foster children are also needed. From the results research conducted by researchers known that from background behind parent education participant educate, parents participant educate A little own knowledge about pattern foster child. Knowledge the they get from existence parenting classes organized by the school. The parenting classes held very in every moon and knowledge pattern foster child who is being carried out about around health children, the dangers of gadgets for child, crime children and ways give understanding in children. Besides knowledge gained from parenting class, parents children, also get information from the internet. This is prove

that background behind education No hinder parents For always Study from various source learning that exists.

The process of implementing the read aloud program is carried out in the morning day before child start class. This program implemented about 20-30 minutes. Implementation reading aloud method is applied through two stages that have been in accordance with book reference reading aloud method, namely stage preparation and stages implementation of reading aloud. At the stage preparation educator to choose book a suitable story with age development child and customized with range attention which child is prioritized book story read can make child happy. However very time educator involving child in election book story that is done with pointing book story to top and child asked for opinion For read book story the.

At the stage Reading aloud implementation is available a number of techniques used by educators, such as educator notice concentration and condition child. At the stage This moreover formerly educator show book the story that will read and explained A little about theme story. Then at the time implementation of reading aloud ability educator is read story with full love affectionate, expressive, appropriate body language, different intonation and voice in each character story. Then at the time tell a story educator show story words use finger. Remembering child 5-6 years old who have capable ask, answer and ask educator do emphasis For interesting attention child with Ask about what What is this that?" as a triggering medium activity child. Besides That moment implementation of reading aloud, children requested For tell Contents the story that has been read by the educator. This is done by educators For build trust yourself in children and train speak child.

1.2 Additions Ability Talking Children at Pertiwi Rejasa Kindergarten

From the results study obtained that of course ability speak child increase after existence implementation of the reading aloud program. Although in reality addition ability speak the No evenly to all child, because We know that development ability speak every child vary. However even though thus facts discovered by researchers in accordance with indicator study show that implementation partial reading aloud method big succeed add ability speak child. Here indicator along with results findings study in accordance with development speak child age 5-6 years. According to Nurbiana (2008:36) there are two aspects in measure development ability speak child that is as following:

1.2.1 Linguistics

Based on information that has been obtained by researchers through interviews, observations and documentation with a number of informants (educators, and several parents) participant educated obtained information that in aspect linguistics mentioned there are 4 (four) indicators study that is:

1. Accuracy saying
2. Placement appropriate pressure, tone, duration
3. Choice of words
4. Provisions target talks

Of the four indicator the obtained information from a number of informant that with existence implementation reading aloud method ability speak part big participant educate increased. This is can known from existence ability part big child who has capable speak in a way appropriate as well as put appropriate pressure, pitch and duration when speak with other people. Children have also capable use choice of words and speaking in accordance with target talks. But also still there is a number of child who has not able, in meaning they Still speak in a way stuttering and not yet capable pronounce the word appropriate like pronunciation letter R.

1.2.2 Non –linguistic

Based on information that has been obtained by researchers through interviews, observations and documentation with a number of informants (educators, and some

parents child age 5-6 years) obtained information that in non- linguistic aspects mentioned There are 3 (three) indicators study that is:

1. Attitude body, view, language proper body and facial expressions
2. Willingness to appreciate talks and also people's ideas
3. Loudness sound and fluency in speak

In terms of smoothness speak part big Already capable but in matter Loudness or loudness in speak different. Because we know in matter speak every child have different types, there are talking child with loud and clear and there is also talking child with soft and slow.

According to Hariyadi and Zamzami (in Suhartono , 2005:20), ability speak is the process of communicating, because inside it happen message from a source to place other. So it is appropriate with results study this is what shows that in speak child capable communicate and convey message Good in the form of ideas, thoughts, concepts to others or against speak.

Next theory from Jamharis (2003:56) states that improvement ability talking to children age early can carried out in the environment place his residence mainly in the environment family. This is means that child has can use Language in a way oral as tool communication, conveying idea in form fiction in accordance imagination child. If the theory mentioned connected with results study got that improvement ability speak child age in accordance with the applied through the reading aloud program at Pertiwi Rejasa Kindergarten. Because of results findings study can known that ability speak child in aspect linguistic and non-linguistic part big increase although Still there is a number of child who has not capable speak with maximum.

More carry on explained that According to Owens (in Rita Kurnia, 2009:37), explains child after 5-6 years enrich ability speak through repetition. They often repeat new and unique vocabulary even though Not yet understand meaning. In developing ability speak said , child using fast wrapping, namely a process where child absorb the meaning of new words after listen to it very or twice in the dialogue. This is in accordance with what has been expressed by parents child that child capable disclose various vocabulary new after read out story in a way loud although Still there is some words that haven't been clear and capable understood meaning by others.

From the results findings in research conducted by researchers known addition ability speak child increases. If calculated with percentage from the value data obtained by the researcher and connected with results observations made so known addition ability speak children at Pertiwi Rejasa Kindergarten increased. It is also known from type development speak child (Nurbiana, 2008:36) which child age 5-6 years has enter socialized speech type, occurs when child interact with his friend or environment. This is functioning For develop ability adaptation social child. Ability speak child at the time interact with friends and environment known at the time implementation of reading aloud. Children aged 5-6 years has capable speak in matter answer, command, give answers and exchange information to others.

CONCLUSION

Based on results friends in the field and results discussion, can researcher conclude that:

Implementation the reading aloud method is the method used For to plant culture Implementation of the Reading Aloud Method in Add Ability Talking Children age early. Literacy to child since early and improve ability speaking to children. Activities implemented every day Monday-Saturday every Morning before class started, reading aloud program was implemented through two stages, namely stage preparation and stages implementation of reading aloud. The implementation of the reading aloud program is quite give good impact to development culture read and language child. This is can proven in the discussion research that states since implemented reading aloud program intensity borrowing book in library school increased and parents statements participant that child

experience change in do communication. Additions ability talking to children experience addition with holding a read aloud program at school.

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