

PELATIHAN MEMBACA METODE LIHAT DENGAR KATA
PADA SISWA KELAS SATU SEKOLAH DASAR
DI YOGYAKARTA

Nur Habibah

Program Studi Psikologi
Program Pascasarjana Universitas Gadjah Mada

INTISARI

Penelitian ini bertujuan untuk mengetahui pengaruh pelatihan membaca metode lihat-dengar kata pada siswa kelas permulaan membaca yaitu sekolah dasar kelas satu. Metode ini merupakan perpaduan antara *whole-language approach* dengan *basic-skills approach*. Metode membaca ini melibatkan aktivitas kognitif, diawali dari mempersepsi informasi kata dan huruf, kemudian pemrosesan informasi, yaitu informasi diproses dalam ingatan kerja dan dilanjutkan ke ingatan jangka panjang melalui proses pengulangan.

Penelitian bersifat eksperimental dengan melibatkan 40 siswa Sekolah Dasar kelas satu sebagai subjek yang diambil secara acak. Subjek dibagi ke dalam dua kelompok, masing-masing terdiri dari 20 siswa. Kelompok pertama adalah kelompok perlakuan yang diberi pelatihan membaca metode lihat-dengar kata dan kelompok kontrol tidak diberi pelatihan membaca metode lihat-dengar kata, melainkan diberi pelajaran bahasa Indonesia dengan metode konvensional. Karakteristik subjek: usia 6-7 tahun, telah mengenal huruf tetapi belum dapat membaca kata dan kalimat. Pelatihan diberikan selama satu bulan dengan materi sesuai modul. Alat ukur tes kemampuan membaca diberikan pada tes awal dan tes akhir. Data yang terkumpul dianalisis dengan Analisis Variansi A-mixed-B dengan bantuan paket SPS-2000 program Sutrisno Hadi and Yuni Pamardiningsih, IBM/IN versi, copyright © 1999.

Analisis statistik membuktikan hipotesis penelitian bahwa terdapat perbedaan kemampuan membaca antara kelompok perlakuan dan kelompok kontrol, yaitu kemampuan membaca kelompok perlakuan lebih tinggi dari pada kelompok kontrol. Aspek rekognisi kata nilai F total = 3.050,556 dengan $p= 0,000$ dan pemahaman kosakata F total = 44,218 dengan $p= 0,000$. Kedua aspek ini terbukti sangat signifikan. Aspek pemahaman sintaksis nilai F total = 6.022 dan harga $p= 0,018$ dalam kategori signifikan. Aspek penggunaan konteks F total = 1.930,721 dan $p= 0,000$ berarti sangat signifikan.

Hasil penelitian ini menunjukkan bahwa pelatihan membaca metode lihat-dengar kata dapat dipahami oleh subjek sehingga kelompok yang mendapat pelatihan membaca metode lihat-dengar kata lebih tinggi kemampuan membacanya dibandingkan kelompok kontrol.

Kata kunci: metode lihat-dengar kata, pemrosesan informasi, kemampuan membaca



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THE WORD LOOKING AND LISTENING READING METHOD TRAINING
FOR BEGINNERS OF FIRST GRADER OF ELEMENTARY SCHOOL
IN YOGYAKARTA

Nur Habibah

Program Studi Psikologi
Program Pascasarjana Universitas Gadjah Mada

ABSTRACT

The objective of this research was to study the effect of training the word looking and listening reading method for the beginners of first grader of elementary school.

This reading method is the mix of *whole-language approach* and *basic-skills approach*. The method involves cognitive activity, starts from perception to word and letter and then information processing which process information into short-term memory and continued to long-term memory by repetition process.

The research is experimental, involving 40 students of first grader elementary school as its research subject who has been taken randomly. The subject was divided into two groups, each group consisted of 20 students. The first group was the experimental group who got looking and listening reading method training while the other was the control one who got the conventional reading training. The subjects characteristic was: age 6 to 7 years old who have recognized letters but could not read word and sentence yet. The training was given for a month, and has been done using the proposed module. The instruments of reading ability test was given before and after the training. The collected data were analyzed quantitatively by Variance Analysis A-mixed-B from SPS-2000 program of Sutrisno Hadi and Yuni Pamardiningsih, IBM/IN version, copyright © 1999.

Statistical analysis has proved the hypothesis that there were differences in reading ability between the experimental group and the control group, the reading ability of the experimental group is higher than the control one. The F of word recognition aspect was 3.050,556; $p= 0,000$; the F of vocabulary comprehension was 44,218 and $p= 0,000$. This two aspects are highly significant. The F of syntactic comprehension was 6,022 and $p= 0,018$. This aspect was significant. The F of use of context was 1.930,721 and $p= 0,000$. This aspect was highly significant.

The result of this research showed that the word looking and listening reading method could be comprehended by the subjects, proved that the reading ability of the experimental group is better than the control one.

Key words: word looking and listening reading method, information processing,