

ABSTRAK

Edy, Sarwo. Pengaruh Strategi Pembelajaran dengan Menggunakan Media Gambar dan Kemampuan Awal terhadap Peningkatan Kemampuan Membaca Anak di kelompok bermain. Experimen di Kelompok Bermain Kenanga, Tanjung Sari Medan . Tesis. Program studi Teknologi Pendidikan Program Pascasarjana Universitas Negeri Medan, April - Mei 2005.

Penelitian ini bertujuan untuk mengetahui perbedaan pengaruh strategi pembelajaran dengan menggunakan media gambar kata bersusun dan media kata bergambar yang dibelajarkan kepada anak yang berkemampuan awal rendah dan kemampuan awal tinggi terhadap peningkatan kemampuan membaca pada anak usia 5 – 6 tahun di kelompok bermain. Penelitian dengan rancangan blok acak 2×2 pada semester ke II dengan subjek penelitian sebanyak 60 orang yang terbagi dalam 2 (dua) kelas selama 15 (lima belas) kali pertemuan pembelajaran dan 1 (satu) kali pertemuan evaluasi akhir dengan pengukuran kemampuan awal setiap anak terlebih dahulu.

Hasil eksperimen menunjukkan bahwa secara keseluruhan ada perbedaan penggunaan media pembelajaran yakni penggunaan media gambar kata bersusun memperoleh skor rata-rata (\bar{X}) = 40,70 dan standar deviasi (s) = 26,56 lebih baik daripada penggunaan media kata bergambar (\bar{X}) = 22,30 dan (s) = 12,42. Untuk perbedaan kemampuan awal anak sebelum pembelajaran dilakukan, disimpulkan ada perbedaannya terhadap peningkatan kemampuan membaca yakni pada anak dengan kemampuan awal tinggi skor (\bar{X}) = 43,50 dan (s) = 25,49 lebih baik daripada anak yang memiliki kemampuan awal rendah yakni (\bar{X}) = 17,10 dan (s) = 9,32.

Melalui uji hipotesis ditemukan ada intraksi antara penggunaan media pembelajaran dan kemampuan awal. Berdasarkan hipotesis minornya dinyatakan ada perbedaan skor rata-rata peningkatan kemampuan membaca anak antara kemampuan awal anak bila dibelajarkan dengan media yang sama. Dengan demikian dapat ditarik simpulan bahwa anak yang memiliki kemampuan awal tinggi lebih baik dibelajarkan dengan strategi menggunakan media gambar kata bersusun dan anak yang memiliki kemampuan awal rendah lebih baik dibelajarkan dengan strategi menggunakan media kata bergambar. Hal ini membuktikan bahwa strategi dalam menggunakan media pembelajaran dikelompok bermain dalam usaha meningkatkan kemampuan membaca anak harus mempertimbangkan kemampuan awal anak terlebih dahulu.

ABSTRACT

Edy, Sarwo. The effect of the instructional strategy with Pictorial of Media and the former ability toward the increase of the students' reading ability in Play Group. The experiment was hold in Kenanga play group at Tanjung Sari Medan. Thesis, Study Department : Educational Technology Post-graduate program, State University of Medan, April - May 2005.

This research is aimed to find out the difference between the instructional strategy with Pictorial Media of Ordered-Words and Defining Pictorial Media which was given to the students of having low and high former ability toward the increase of reading ability of the 5 - 6 year-students in play group. This research uses random-blocked design of 2x2 was hold in semester II with the subjects of 60 students which was divided into two groups (two classes) within 15 x (fifteen times) of instructional sessions and 1 x (once) of session for evaluation after the measurement of the student's forme ability.

The result of experiment shows that in general, there is a difference of the use of instructional media ; the use of Pictorial media of Ordered-Words got the everage score (\bar{X}) = 40,70 and the standrad deviation (s) = 26,56 better than the use of Defining Pictorial Media (\bar{X}) = 22,30 and the standard deviation (s) = 12,42. In terms of the students' former ability the experiment, it is concluded that there is a difference toward the increase of reading ability for the students of having haigh former ability with the score (\bar{X}) = 43,50 and (s) = 25,49 better than the students of having low former ability with the (\bar{X}) = 17,10 and (s) = 9,32.

By testing the hypothesis, it is found that there is an interaction between the use of instructional media and the students' former ability. Based on the minor hypothesis, it is stated that there is a difference of the everage score of the increase of students reading ability between the students former ability if they are given the same media. Based on the analysis above, it is concluded that the students of having haigh former ability is better to be given Pictorial Media of Ordered-Words that thoses students of having low former ability. So, it is clear that the strategy of using instructional media in Play Group for the achievement of the increase of the students' reading ability should be concerned with their former ability.

