

ABSTRAK

Endri Yanti. 2020. Pengaruh *Storytelling Picture Book* Menggunakan *Wordbook* dan Minat Belajar Terhadap Kesiapan Membaca Anak Taman Kanak-kanak di Kota Padang. *Tesis*. Program Studi S2 Pendidikan Anak Usia Dini Fakultas Ilmu Pendidikan Universitas Negeri Padang.

Kegiatan pembelajaran yang digunakan belum memperhatikan prinsip-prinsip pembelajaran di Taman Kanak-kanak. Hal ini tentunya akan berpengaruh terhadap aspek perkembangan bahasa yaitu kesiapan membaca anak. Selain itu faktor eksternal, faktor internal juga akan memberikan pengaruh terhadap kesiapan membaca anak. Tujuan penelitian ini untuk mengetahui pengaruh *story telling* dan minat belajar terhadap kesiapan membaca anak Taman Kanak-kanak kelompok B di Kota Padang tahun 2020. Metode penelitian menggunakan metode eksperimen dengan *desain treatment by level 2 x 2*. Populasi penelitian ini adalah seluruh anak kelompok B Taman Kanak-kanak di Kota Padang dengan teknik *multistage random sampling*. Teknik analisis data menggunakan statistik deskriptif dan statistik inferensial. Analisis statistik deskriptif berupa deskripsi data hasil penelitian, sedangkan analisis statistik inferensial berupa uji ANAVA dua jalur dan uji *Tukey* dengan taraf signifikansi $\alpha = 0.05$. Hasil penelitian ini menunjukkan adanya pengaruh *story telling* dan minat belajar terhadap kesiapan membaca dengan hasil uji ANAVA dua jalur sebesar $F_{hitung} = 22,10 > F_{tabel} = 4,26$. Selain itu, terdapat interaksi antara *story telling* dan minat belajar terhadap kesiapan membaca dengan $F_{(OAB)} = 54,96 > F_{tab} = 4,26$. Berdasarkan hasil uji *Tukey* diperoleh $Q_{hitungA1B1-A2B1} = 12,11 > Q_{tabel} = 3,34$. Hal ini menunjukkan bahwa pada kelompok anak yang menunjukkan minat belajar tinggi, kesiapan membaca anak yang diberikan *story telling* menggunakan buku cerita lebih tinggi dibandingkan kelompok anak yang diberikan *story telling* menggunakan kartu kata. Hasil uji *Tukey* yang diperoleh $Q_{hitungA1B2-A2B2} = -2,14 > Q_{tabel} = -3,34$. Hal ini menunjukkan bahwa pada kelompok anak yang menunjukkan minat belajar rendah, kesiapan membaca anak yang diberikan *story telling* menggunakan buku cerita lebih rendah dibandingkan kelompok anak yang diberikan *story telling* menggunakan kartu kata. Dengan demikian masing-masing H_1 pada setiap hipotesis diterima.

ABSTRACT

Endri Yanti. 2020. The Effect of Storytelling Picture book with wordbook and Learning Interest on Reading Readiness of Kindergarten Children in Padang City. Thesis. Early Childhood Education Masters Study Program, Faculty of Education, Padang State University.

Learning activities used by the teacher should attract children's attention and foster children's interest in the language aspect. Stimulation of the given aspects of language development can have an effect on children's reading readiness. The research objective was to determine the effect of stories and interest in learning on reading readiness of Kindergarten children group B in Padang City in 2020. The research method used an experimental method with a treatment design with a 2 x 2 level. The population of this study were all children of group B Kindergarten-children in Padang City using multistage random sampling technique. The data analysis technique used descriptive statistics and inferential statistics. Descriptive statistical analysis is in the form of descriptions of research data, while inferential statistical analysis is in the form of two-way ANOVA test and Tukey's test with a significance level of $\alpha = 0.05$. The results of this study indicate the influence of stories and interest in learning on reading readiness with the results of the two-way ANOVA test of $F_{count} = 22.10 > F_{table} = 4.26$. In addition, there is an interaction between story telling and interest in learning about reading readiness with $F(OAB) = 54.96 > F_{tab} = 4.26$. Based on the results of Tukey's test, it was found that $Q_{countA1B1-A2B1} = 12.11 > Q_{table} = 3.34$. This shows that in the group of children who showed high interest in learning, the reading readiness of children who were given storytelling stories using story books was higher than in the group of children who were given storytelling stories using word cards. Tukey's test results obtained by $Q_{countA1B2-A2B2} = -2.14 > Q_{tabel} = -3.34$. This shows that in the group of children who showed low interest in learning, the reading readiness of children who were given stories to tell stories using story books was lower than in the group of children who were given stories to tell stories using word cards. Thus each H_1 is accepted.