

REPRESENTASI MENTAL MEMBACA PERMULAAN ANAK USIA DINI BERDASARKAN *MENTAL IMAGERY STORYTELLING*

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Abstrak

Penelitian ini bertujuan untuk mendapatkan gambaran tentang representasi mental membaca permulaan anak Kelompok B TKQ Al-Hikmah Bandung berdasarkan strategi *mental imagery storytelling*. Desain penelitian yang dipilih adalah Penelitian Tindakan Kelas Kolaboratif dengan pendekatan kualitatif. Pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi, selanjutnya data dianalisis dengan teknik *thematic analysis*. Hasil penelitian menunjukkan melalui aktivasi modalitas auditori (mendengarkan cerita) yang mengikutsertakan *mental imagery* dan respon afeksi, informasi yang diterima dapat dipertahankan dan disimpan dalam *long term memory* dimana anak-anak dapat memahami, mengingat dan menceritakan kembali isi cerita dengan rinci dan alur yang terstruktur. Penerapan strategi ini menghasilkan beberapa perbaikan baik pada pemahaman guru dan praktik pembelajaran maupun pada representasi mental membaca permulaan anak yang lebih mendalam dan bermakna. Temuan ini memperkuat bukti bahwa strategi *mental imagery storytelling* dapat membantu meningkatkan perbendaharaan dan pemahaman kosakata dalam menyiapkan kemampuan membaca permulaan (*reading readiness*), mengembangkan daya imajinasi, membantu anak belajar mengekspresikan dirinya secara lisan. Sebagai rekomendasi, hasil penelitian ini dapat digunakan untuk membantu mengoptimalkan program-program literasi baik di jenjang PAUD maupun jenjang pendidikan selanjutnya.

Kata kunci: representasi mental membaca permulaan, strategi *mental imagery storytelling*

MENTAL REPRESENTATION IN INITIAL READING ABILITY OF EARLY CHILDHOOD BASED ON MENTAL IMAGERY STORYTELLING

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Abstract

This study aims to get an outline and to examine of mental representation in initial reading ability of early childhood at Group B of 'TKQ Al-Hikmah Bandung' kindergarten based on implementation the strategy of mental imagery storytelling. The research design is an Collaborative Classroom Action Research with qualitative approach. Data collection are done through interviews, observations, and documentation studies, where the data then analyzed through a thematic analysis technique. Results from study show that through activation of auditory modalities (listening to stories) that included mental imagery and affection responses, received information can be maintained and stored in children long term memory, on how children are able to understand, recall a story content which was given through mental imagery storytelling strategy in detail with structured storyline. The implementation of this strategy resulted in some improvements in both teacher understanding and learning practices as well as on mental representations in initial reading ability of the child more deeply and meaningful. These findings reinforce evidence on the competency of mental imagery storytelling strategy to help improving and understanding of vocabulary in order to prepared reading readiness, to develop imagination, to help children learn to express themselves verbally. As a recommendation, the results of this study can be used to help optimize the literacy programs both at PAUD level and the next level of education.

Keywords: mental representation in initial reading ability, mental imagery storytelling