

Efektivitas intervensi kelancaran membaca melalui strategi reader s theater dalam meningkatkan self-efficacy membaca siswa dengan kesulitan belajar = Effectiveness of reading fluency intervention through reader s theater strategy to increase reading self efficacy in student with learning difficulty

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Abstrak

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Penelitian ini memiliki fokus melihat efektivitas strategi reader rsquo;s theater untuk meningkatkan self-efficacy membaca pada siswa kesulitan belajar. Strategi reader rsquo;s theater adalah intervensi kelompok yang digunakan untuk meningkatkan kemampuan siswa dalam membaca lancar dan ekspresif. Penerapan reader rsquo;s theater melibatkan kegiatan latihan pemenggalan frase, intonasi kata, penekanan kata, membaca ulang bacaan, dan memberi contoh modelling . Pada akhir intervensi, kelompok reader rsquo;s theater membaca naskah dengan lantang di depan kelas tanpa gerakan dan kostum. Penelitian ini menggunakan single subject design dengan pemilihan sampel menggunakan purposive sampling. Hasil penelitian menunjukkan penerapan strategi efektif meningkatkan kelancaran siswa dalam membaca dan meningkatkan self-efficacy siswa dengan kesulitan belajar.

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ABSTRACT

This study aims to understand the effectiveness of theater 39 s reader strategy to improve reading self efficacy in students 39 learning difficulties. Reader 39 s theater strategy is a group based intervention used to improve students 39 ability in reading fluency and expressiveness. The applications of reader rsquo s theater involve exercising phrase breaking, word intonation, emphasizing on wording, repeated reading, and giving examples modelling . At the end of the intervention, students were reading scripts loudly in front of the class without making any movement and wearing specific costume. This study uses single subject design with sample selection using purposive sampling. The results showed that the intervention has effectively improves not only students 39 fluency in reading and but also improves self efficacy of students with learning difficulties.