

***The Effectiveness of Phonological Awareness Training in Improving
Reading Skills in Pre - Kindergarten students B***

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ABSTRACT

Pre-reading skill consists of some capabilities required for the children to acquire before learning how to read, including the ability of the phonological process. However, research in Indonesia shows that knowledge of the letters have a clearer role in reading words that have meaning (Winskel & Widjaja, 2007). Phonological awareness is the ability to detect, understand or manipulating the sound structure of the language spoken, apart from the meaning of the language itself (Wagner & Torgesen in Loningan, et al., 2009). This study aims to determine the effectiveness of phonological awareness training on pre-reading skills in kindergarten B. The subjects of the study were 13 students of kindegarten class B with the age of 5-6 years and were taught how to read. The study design was a randomized design matched two groups by comparing the scores obtained before and after training, both in the experimental group and the control group. The evaluation of the pre-test and post-test using test Alphabet Recognition, tests of phonological awareness and phonological memory tests. The training was conducted in three weeks with ten meetings. The results indicate that phonological awareness training improves pre-reading skills in kindergarten B. Therefore, the intervention of phonological awareness training can complete repertory of teaching methods to improve pre-reading skills in early childhood in the Indonesian context.

Keywords: phonological awareness, phonological memory, early childhood, prereading skill