

Short-term Memory Recall Intervention to Early Literacy Skill (Case study of preschool student at Jakarta Barat)

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Abstract

The purpose of this study is to know the effectivity of short-term memory recall strategy to early literacy skill such as letter knowledge of preschool student at Jakarta Barat. Short-term memory recall strategy is learning strategy based on working memory principle (Vance and Mitchell, 2006). In working memory system, phonological loop get the auditory information, and visuospatial sketch-pad get the visual information. Short-term memory recall strategy stimulate children to get the information through their visual and auditory ability. This strategy involve naming or labelling, rehearsal, visualization, and linking. Early literacy is the ability of reading, writing, speaking and listening in early childhood period. An intervention given to the child to enhance the early literacy skill such as letter knowledge. The participant of this study is a boy aged 5 years and 8 months. A reading text given to the child consist of 40 words as pre-test and post-test. The child is succesfull when he is able to read the exact word in the reading text. The results showed that short-term memory recall strategy can enhance the letter knowledge ability. The child is able to read all the words in the reading text correctly. Furthermore, the time required to read all the reading text is less than the time needed before the intervention.

Keywords : Short-term memory recall, working memory, early literacy, preschool