

**UPAYA PENINGKATAN KEMAMPUAN BAHASA RESEPTIF
PADA ANAK USIA 5-6 TAHUN MELALUI METODE *READ ALOUD*
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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan berbahasa Reseptif anak usia dini melalui penerapan metode Read Aloud di PAUD Melati Grogol Jakarta Barat. Latar belakang penelitian ini didasarkan pada pentingnya kemampuan berbahasa sebagai dasar perkembangan Bahasa, kognitif, sosial, dan emosional anak, namun dalam praktiknya masih ditemukan keterbatasan anak dalam menyimak dan berbicara secara aktif. Metode *Read Aloud* atau membacakan nyaring diharapkan dapat menjadi strategi efektif untuk menstimulasi kemampuan bahasa anak melalui kegiatan yang menyenangkan dan interaktif. Hasil penelitian menunjukkan bahwa penerapan metode *Read Aloud* dapat meningkatkan kemampuan berbahasa anak usia dini, khususnya dalam aspek menyimak dan berbicara. Anak menjadi lebih fokus mendengarkan cerita, mampu mengulang kembali isi cerita dengan bahasa sendiri, serta menunjukkan peningkatan kosakata dan keberanian dalam berkomunikasi. Selain itu, kegiatan *Read Aloud* menciptakan suasana belajar yang menyenangkan, interaktif, dan menumbuhkan minat anak terhadap buku dan kegiatan literasi. Berdasarkan dari hasil analisis data pra penelitian yang didapat dirata-ratakan presentase sebesar 53.37%, sementara pada siklus I didapat dengan rata-rata sebesar 68.00%. Dari data tersebut dapat dikatakan bahwa rata-rata presentase dari pra penelitian ke siklus I mengalami peningkatan pada indikator secara keseluruhan sebesar 14.63%. Dikarenakan belum mencapai hasil skor minimal sebesar 75%, maka peneliti melakukan penelitian ke siklus II dengan hasil rata-rata presentase sebesar 84,2%. Dengan demikian, dapat disimpulkan bahwa metode *Read Aloud* menggunakan media cerita bergambar efektif dalam mengembangkan kemampuan berbahasa anak usia dini di PAUD Melati Grogol Jakarta Barat. Metode ini dapat dijadikan alternatif pembelajaran yang kreatif dan inovatif dalam mengoptimalkan aspek perkembangan bahasa anak.

Kata kunci: *kemampuan berbahasa, metode Read Aloud*

**EFFORTS TO IMPROVE RECEPTIONAL LANGUAGE ABILITIES
IN CHILDREN AGED 5-6 YEARS THROUGH THE READ ALOUD METHOD**

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ABSTRACT

This study aims to improve receptive language skills in early childhood through the implementation of the Read Aloud method at Melati Preschool, Grogol, West Jakarta. The background of this study is based on the importance of language skills as a foundation for children's language, cognitive, social, and emotional development. However, in practice, children still experience limitations in actively listening and speaking. The Read Aloud method is expected to be an effective strategy for stimulating children's language skills through fun and interactive activities. The results of this study indicate that implementing the Read Aloud method can improve early childhood language skills, particularly in listening and speaking. Children become more focused on listening to stories, are able to repeat the story content in their own words, and demonstrate increased vocabulary and confidence in communication. Furthermore, the Read Aloud activity creates a fun and interactive learning environment and fosters children's interest in books and literacy activities. Based on the analysis of pre-research data, the average reading percentage was 53.37%, while in cycle I the average reading percentage was 68.00%. From these data, it can be concluded that the average percentage increase in overall indicators from pre-research to cycle I was 14.63%. Because the minimum score of 75% was not achieved, the researchers conducted cycle II, with an average percentage of 84.2%. Thus, it can be concluded that the Read Aloud method, using illustrated stories as a medium, is effective in developing the language skills of early childhood at Melati Early Childhood Education (PAUD) in Grogol, West Jakarta. This method can be used as a creative and innovative learning alternative to optimize children's language development. Keywords: Conceptual PlayWorld, curiosity, early childhood, science learning.

Keywords: language skills, Read Aloud method