**ABSTRAK**

INTISARI. *Pengaruh Penerapan Metode Glenn Doman Berbasis Bermain terhadap Kemampuan Membaca Permulaan Anak di Taman Kanak-kanak Rahmah Kota Makassar Tahun 2013*. (Dibimbing oleh H. Alimuddin Mahmud dan Parwoto).

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana gambaran penerapan metode Glenn Doman berbasis bermain di Taman Kanak-kanak Rahmah Kota Makassar? 2) Bagaimana gambaran kemampuan membaca permulaan anak di Taman Kanak-kanak Rahmah Kota Makassar? 3) Apakah terdapat pengaruh penerapan metode Glenn Doman berbasis bermain terhadap kemampuan membaca permulaan anak di Taman Kanak-kanak Rahmah Kota Makassar sebelum dan sesudah diberikan perlakuan?

Tujuan penelitian ini adalah 1) untuk mengetahui gambaran penerapan metode Glenn Doman berbasis bermain di TK, 2) untuk mengetahui gambaran kemampuan membaca permulaan anak di TK, 3) untuk mengetahui apakah terdapat pengaruh penerapan metode Glenn Doman berbasis bermain di TK sebelum dan sesudah di berikan perlakuan. Penelitian ini menggunakan pendekatan kuantitatif jenis *pra-eksperimen* dengan *one-group pretest-postest design* dengan teknik pengumpulan data yaitu tes, observasi dan dokumentasi*.*

Hasil penelitian menunjukkkan bahwa penerapan metode glenn doman dilaksanakan oleh guru dilakukan melalui tahapan pengenalan kata tunggal, tahapan pengenalan gabungan dua kata dan tahapan pengenalan kalimat sederhana. Setiap tahapan dilakukan dengan langkah persiapan yang meliputi penyediaan bahan dan alat, penjelasan tujuan. Langkah kedua langkah implementasi dimana kegiatan permainan kartu kata di laksanakan. Ketiga, langkah penutup meliputi diskusi dan merefleksi kegiatan yang telah dilakukan. Ketiga langkah tersebut menunjukkan kemampuan guru dalam menerapkan metode glenn doman, sehingga anak didik dapat meningkatkan kemampuan membaca permulaannya dalam hal membaca kata tunggal, gabungan dua kata dan kalimat sederhana. Kemampuan membaca permulaan anak sebelum diterapkan perlakuan berupa metode glenn doman pada kelompok eksperimen berada pada kategori cukup, dan setelah diterapkan perlakuan melalui penerapan metode glenn domankemampuan membaca permulaan anak berada pada kategori baik, yang berarti terjadi peningkatan kemampuan membaca permulaan anak setelah di beri perlakuan metode glenn doman dalam hal mengenal kata nama diri dan binatang, mengenal kata benda yang ada di sekitar anak, mengenal kata kerja fungsional, mengenal kalimat sederhana S-P dan mengenal kalimat sederhana S-P-O. Penerapan metode glenn doman berpengaruh signifikan terhadap peningkatan kemampuan membaca anak di Taman Kanak-kanak Rahmah Kota Makassar.

**ABSTRACT**

INTISARI. 2013. *The Impact of the Implementation of Playing-based Glenn Doman Method on the Ability of Reading for Beginner Skills of Children at Rahmah Kindergarten in Makassar.* (Supervised by H. Alimuddin Mahmud and Parwoto).

The problem statements of the study are (1) how is the description of the implementation of playing-based Glenn Doman method at Rahmah Kindergarten (TK) in Makassar? (2) how is the description of the ability of reading for beginner skills of children at TK Rahmah in Makassar? (3) are there any impacts on the implementation of playing-based Glenn Doman method on the ability of reading for beginner skills of children at TK Rahmah in Makassar before and after the treatment?

The objectives of the research are to examine (1) the description of the implementation of playing-based Glenn Doman method at Rahmah Kindergarten (TK) in Makassar, (2) the description of the ability of reading for beginner skills of children at TK Rahmah in Makassar, and (3) whether there are impacts on the implementation of playing-based Glenn Doman method on the ability of reading for beginner skills of children at TK Rahmah in Makassar before and after the treatment. This research employed quantitative approach with pre-experiment type of one group pretest-posttest design. Data were collected by employing the test, observation and documentation.

The results of the study indicated that the implementation of Glenn Doman method was conducted by the teacher through introduction of one word stage, introduction of two-word mixed stage and introduction of simple sentence stage. Each stage was conducted with preparation steps included provision of materials and equipment and deskription of objectives. The second step was implementation where the card game activity was implemented. The third step was the closing step which included discussion and reflection of activities being implemented. Those three steps indicated teacher’s ability in implementing Glenn Doman method that students could improve their reading skills in terms of reading one word, a mixed of two words, and simple sentence. The ability of reading for beginner skills of children before implementing the treatment of Glenn Doman method on the experiment group was in fair category and after the treatment was implemented through the implementation of Glenn Damon method, the ability of reading for beginner skills was in good category, which meant that there was improvement of reading ability after the method was implemented in terms of introduction of naming oneself and animals, introduction of nouns at the surroundings, introduction of fungtional verbs, introduction of simple sentence S-P and S-P-O. The implementation of Glenn Doman method gave influence significantly the improvement of reading skills of students at TK Rahmah in Makassar.