

IDENTIFYING EARLY READING COMPETENCE IN ELEMENTARY SCHOOL STUDENTS

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Abstract: Early reading competence is an early reading competence given to grade first students to enable students to read and develop language knowledge and language skills to face the next class. The purpose of this research is to identify early reading competence of the first-grade students of Elementary School. The research was performed in July 2018. The method used in this research was a quantitative descriptive method. The subject of this research were grade first students in SDN 177 Pekanbaru which amounted to 28 people. Data analysis technique used in this research is the descriptive analysis that describes data result of observation of early reading competence of the first-grade student in elementary school. Based on the research found as many as 35.71% had been able to read smoothly, 64.29% of students were already of early reading competence stage and 39.29% of students were unable to read. Early reading competence of the grade first elementary school where 10 students have mastered all indicators of early reading competence, 7 students have already mastered the indicator of early reading competence and 11 students are unable to master the indicators of early reading competence.

Keywords: Early Reading Competence, Elementary School

1. Introduction

Reading is one type of written language skills that are receptive, by reading someone will get information, knowledge, and new experiences. All that is gained through reading will enable the person to be able to enhance the power of his mind, sharpen his view, and broaden his horizons. Reading ability is a basic skill for students as a provision to be able to take lessons in school. With the reading skills that are already owned, students will be easier to follow and receive lessons well. At the Elementary School the purpose of reading is the beginning so that students can read simple words and sentences smoothly and precisely (Depdikbud, 1994). Therefore, learning to read in school has an important role.

2. Related Works/Literature Review

Early Reading Competence

Early reading is the initial stage of learning to read given in classes I and II. Aims so that students have the ability to understand and voice writing with reasonable intonation, as a basis for further reading. Early reading takes place in the early classes, namely elementary school I, II and III (Farida Rahim, 2005). In this early class students read through the perceptual process stage. The perceptual process is the introduction of the correspondence of the letter series with the sounds of language. In this stage students are emphasized on the introduction of letters reading the beginning with the sound of language. Students are required to voice their writings or symbols even though the meaning of what is read cannot be ignored, because understanding of meaning facilitates letter recognition. So according to I.G.A.K. Wardani (1995) reads the beginning given in class I and II emphasizing the voice of writing by not ignoring the meaning of what is read. So preliminary reading is an early stage of reading that is taught in low grade (early grades) elementary school.

The main focus on reading this beginning is to voice the results of the interpretation of the writings or symbols seen. Ability required in the initial reading according to I.G.A.K. Wardani (1995), that children are required to be able to: (a) differentiate the form of letters, (b) pronounce the sound of letters and words correctly, (c) move the eyes quickly from left to right in the order of the writing reads, (d) voice the text that is being read correctly, (e) recognize the meaning of punctuation, and (f) set the low height of the sound according to the sound, the meaning of the spoken word, and punctuation.

Ellis, et al., In Farida Rahim, (2006) suggested that the general purpose of reading is understanding, producing students who are fluent in reading. Specific goals in reading depend on the activities or types of reading that are carried out such as reading the beginning. Stanovich (Kumara, A., et al., 2014) says that early level reading learning is the level of the reading learning process to master the writing system as a visual representation of language. Next according to I.G.A.K. Wardani (1995) the main purpose of early reading is that children can recognize writing as a symbol or symbol of language so that children can voice the writing. In addition to these goals, the formation of positive attitudes and neat and clean habits in reading also need to be considered. So it can be concluded that the purpose of reading is the beginning so that students can get to know the writing as a symbol or symbol of language and can voice the writing.

3. Material & Methodology

The research method used is quantitative descriptive method. This study describes the current situation systematically and factually with the aim of describing and resolving the problems under study. Arikunto (2010: 3) states that:

"descriptive research is research that is intended to investigate the conditions, conditions or other things that have been mentioned, the results of which are presented in the form of research reports. The researcher does not change, add, or manipulate the object or area of research. The researcher only portrays what happens to the object or region under study, then describes what happened in the form of a research report in a straightforward manner, as is."

The study was conducted in July 2018. Research data in the form of observations and instruments regarding the preliminary reading ability of the first grade students of Pekanbaru City Elementary School. The subjects in this study were 28 students of SDN 177 Pekanbaru. Data

collection methods used are interview and observation methods. The data analysis technique used in this study is a descriptive analysis that describes the observation data of the preliminary reading ability of grade I elementary school students.

3. Results and Discussion

The research of the study of 28 students, showed the students' early reading competence as follows.

TABLE 1. Early Reading Competence of Class 1 Students' Data

Students	Early Reading Competence							
	I		II		III		IV	
	1	2	3	4	5	6	7	8
01	3	3	3	3	3	3	3	3
02	3	2	2	1	2	3	2	3
03	3	2	2	1	2	3	2	3
04	2	2	2	2	2	2	2	2
05	3	2	2	1	2	3	2	3
06	2	2	2	2	2	2	2	2
07	3	3	3	3	3	3	3	3
08	3	3	3	3	3	3	3	3
09	3	3	3	3	3	3	3	3
10	3	3	3	3	3	3	3	3
11	3	3	2	2	2	3	3	3
12	3	3	2	2	2	3	3	3
13	3	3	3	3	3	3	3	3
14	3	2	1	1	2	2	2	2
15	3	3	3	3	3	3	3	3
16	1	2	1	1	1	2	2	2
17	3	3	3	3	3	3	3	3
18	3	3	3	3	3	3	3	3
19	1	1	1	1	1	2	2	2
20	1	1	1	1	1	2	2	2
21	1	1	1	1	1	2	2	2
22	3	3	3	3	3	3	3	3
23	1	1	1	1	1	2	2	2
24	3	2	1	1	1	2	2	2
25	1	1	1	1	1	2	2	2
26	1	1	1	1	1	2	2	2
27	1	1	1	1	1	2	2	2
28	1	1	1	1	1	2	2	2

Information:

Indicator 1: shows the letter shape according to the sound

Indicator 2: pronounce letters according to the letter shape.

Indicator 3: read the word with the spell method

Indicator 4: read more than one word

Indicator 5: mentions words based on images

Indicator 6: tells the contents of the picture

Indicator 7: turn the page from a book

Indicator 8: follows the reading pattern from left to right and top to bottom

Based on table 1 above, the results of the study are shown for (I) Knowing letters, there are 17 students (60.71%) who have been able to show the form of letters according to the sound, 2 students (7.14%) who are still hesitant to show the shape of the letter corresponds to the sound and 9 students (32.14%) students who have not been able to show the form of the letter according to the form of the sound. Whereas to pronounce the letters according to the letter form, there are 12 students (42.86%)

who correctly and clearly pronounce the letters according to the sound, 8 students (2.86%) who are still in doubt and less clear in pronouncing the letters according to the letter shape, and 8 students (2.86%) who were unable to pronounce letters according to their letter shape. In observation, students are still ashamed to show their abilities. The child is only silent when the researcher asks students to mention a letter. In addition students also have not fully concentrated in mentioning letters and are influenced by the short-term memory they have. Short-term memory is useful in remembering the series of letters and letter sounds, as well as in the spelling process (Amitya, K., et al, 2014). Furthermore, Mulyono Abdurrahman (1996) explained that memory can be related to visual memory to recognize the form of letters and / or auditive memory to recognize the sounds of letters. Visual perception disorder can make it difficult for children to differentiate letters that are almost the same shape, and as a result of these difficulties the child is also difficult to distinguish the names of letters.

For (II) Recognizing the word, there are 10 students (42.86%) who are able, precisely and fluently to read the word with the spelling method, there are 7 students (25%) who have read the word with the spelling method, but not smoothly, and 11 students (39.29%) who have not been able to read the spelling method. For students who are able to read more than one word there are 10 students (35.71%), 4 students (14.29%) who have not been fluent and 14 students (50%) who have not been able to read more than 1. Students who have not able to spell words well because students are still hesitant to mention letters. This is consistent with the opinion of Mulyono Abdurrahman (1996) who said doubt in reading is often caused by children not knowing letters or lack of understanding. In addition students lack confidence in spelling, difficulty differentiating similar letters. Children who cannot differentiate and remember letters cannot learn to read alphabetical texts, while children who are without difficulty can identify and name letters can easily learn to associate sounds with letters (Adam, 1990; Ehri, 1983, Share et al., 1984 in Snowling, 2005).

When (III) students are given a picture, there are 10 students (35.71%) who have been able to mention the word based on the picture, 8 students (28.57%) are still hesitant to mention the word and 10 students (35.72%) not able to express words based on images. Then, students were stimulated to tell the contents of the picture, there were 15 students (53.57%) who had been able to tell the contents of the picture, 13 students (46.43%) who had been able to tell the contents of the picture but were less coherent, and the story was still intact. Students seem unfamiliar with seeing pictures and telling the contents of the picture. Students only see pictures and are unable to tell the contents of the picture. As with opinions (West & Egley in Seefeldt, 2008) children whose routines and daily activities are given the "opportunity to read" will begin to identify environmental writings.

Researchers see (IV) students 'reading behavior by paying attention to students' ability to open a book's page, there are 12 students (42.86%) who have been able to open the page book correctly, namely from front to back, and 16 students (33.33%) still flip pages of books randomly. For movement patterns reading books there are 15 students (53.57%) who have been able to read books with reading movement patterns from left to right and from top to bottom, and there are 13 students (46.43%) who are still random, sometimes from the left right and vice versa.

Reading ability begins with the ability to be able to understand and understand (Hurlock, 1978). This is related to children's cognitive development. The ability to understand is needed in relation to the preparation of early reading skills in which the child must have phonemic, alphabetical, and printed comprehension skills. The ability to understand develops in a predictable way.

According to Piaget (Hurlock, 1978), cognitive ability enables the formation of understanding, develops in two main periods covering four stages, namely 1) period of sensorimotor intelligence which includes sensorimotor stages, and 2) period of conceptual intelligence which includes preoperational, concrete operational stages, and formal operational stages. These stages are subsections of a pattern of continuous cognitive development. The first period is dominated by sensorimotor processes, while the second period is dominated by a more abstract process of reasoning and problem solving when children are able to use language and symbols. Here a little can be interpreted that children who are ready to read using the letter symbol means that they have entered the second period of intelligence.

4. Conclusion

Early reading competence of the grade first elementary school where 10 students have mastered all indicators of early reading competence, 7 students have already mastered the indicator of early reading competence and 11 students are unable to master the indicators of early reading competence.

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