



## ADDITIONAL PROGRAMS IN LANGUAGE DEVELOPMENT AND READING RECOGNITION SKILLS IN EARLY CHILDHOOD

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**Abstract:** Reading in everyday life is very important, because by reading we can know the information written. In frequent reading, people can master a lot of vocabulary, and can learn different types or models of sentences. Therefore, to improve reading it must be taught early. This study was conducted to determine the implementation of the additional class program for group B children at Al Muchlisin Islamic Plus Kindergarten. The form of research is descriptive qualitative which concludes that in improving the ability to recognize reading in children through additional program activities, there are several factors that affect the effectiveness of the additional class program in improving the ability to recognize reading in group B children at Al Muchlisin Islamic Plus Kindergarten, including: the spirit of motivation from students, the spirit of interest in learning to read students, and full support from parents. The effectiveness of the additional class program in improving the ability to recognize reading in group B children at TK Islam Plus Al Muchlisin showed good development results, this is evident from all students who were able to take part in these various activities were BSH (Developing According to Expectations) from 20 students.

**Keywords:** *Additional Program Effectiveness, Reading Ability*

**Abstrak.** Membaca dalam kehidupan sehari-hari sangatlah penting, karena dengan membaca kita dapat mengetahui informasi yang tertulis. seringnya membaca, orang dapat menguasai banyak kosa kata, dan dapat mempelajari berbagai tipe atau model kalimat. Oleh sebab itu, untuk meningkatkan membaca itu harus diajarkan sejak dini. Penelitian ini dilakukan untuk mengetahui pelaksanaan program kelas tambahan anak kelompok B di TK Islam Plus Al Muchlisin. Bentuk Penelitiannya adalah deskriptif kualitatif yang menyimpulkan bahwa dalam meningkatkan kemampuan pengenalan membaca pada anak melalui kegiatan program tambahan terdapat beberapa faktor yang mempengaruhi efektifitas program kelas tambahan dalam meningkatkan kemampuan pengenalan membaca pada anak kelompok B di TK Islam Plus Al Muchlisin, diantaranya: semangat motivasi dari diri peserta didik, semangat minat belajar membaca peserta didik, dan dukungan penuh dari orang tua. Efektifitas program kelas tambahan dalam meningkatkan kemampuan pengenalan membaca pada anak kelompok B di TK Islam Plus Al Muchlisin menunjukkan hasil perkembangan yang baik, hal ini terbukti dari keseluruhan peserta didik yang mampu mengikuti berbagai kegiatan tersebut adalah BSH (Berkembang Sesuai Harapan) dari 20 peserta didik

**Kata Kunci:** *Program Tambahan, Kemampuan Membaca*

## INTRODUCTION

Child development consists of gross motor, fine motor, socialization, cognitive and language. Children are born with the ability to develop speech and language skills. Language development is a child's ability to respond to sounds, follow commands and speak politely Language<sup>1</sup> skills are indicators of a child's overall development. Lack of stimulation will cause speech and language disorders and even these disorders can persist (Ministry of Health RI, 2013). One indicator of language delay is the child's inability to speak at an age that should already be able. Speech delay occurs in children if the level of speech development of children is below the level of quality of children's speech development which is generally the same.<sup>2</sup>

According to Suhartono, the role of language for early childhood includes a means to think, a means to listen, a means to speak and a means for children to be able to read and write. Through language a person can convey his wishes and opinions to others.<sup>3</sup>

This is in accordance with Leonhardt's opinion in Joni, (2016) that it is very important to teach reading to children from an early age, because children who like to read will have higher language.<sup>4</sup>

Judarwanto (2011) divides factors that affect children's language development into two, namely internal factors include: perception, cognition and prematurity. External factors include: knowledge, parenting and socio-economic. Language and speech development is one dimension that is very vulnerable to a poor environment, this child's language has implications for children's reading skills.

Reading is one of the important things to understand the text content of a message. According to Burns, et al in Farida Rahim's book suggest that the ability to read is something vital in a learned society. Learning to read is a continuous effort, and children who see the high value of reading in their personal activities will study harder than children who do not find benefits from reading.<sup>5</sup> So reading is very important for society and for education. By reading we can write and hone the sharpness of thinking.

This research was conducted at TK Islam Plus Al Muchlisin located in Kedangang Hamlet, Kedanyang Village, Kebomas District, Gresik Regency. In Al Muchlisin Islamic Plus Kindergarten there are 3 classes divided according to age. The first class is a play group class (children aged 3-4 years), for the second class it is group A (children aged 4-5 years) and for the third class it is group B (children aged 5-6 years) each class has 1 teacher in one class. This study was aimed at group B children aged 5-6 years.

Based on observations related to the beginning of reading in group B children (aged 5-6 years) at Al Muchlisin Islamic Plus Kindergarten, Gresik Regency, reading improvement is still needed. This is to improve the ability to recognize reading when children go to elementary school. The results of observations show that there are still many children who do not understand the letters of the alphabet. It is proven that during the teaching and learning

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Soejiningsih. 2010. *Teaching Materials: Youth and Development. The problem*. Jakarta: Sagung seto.,<sup>201</sup>

Dianovinina, K. 2009. Preparation of Receptive Language Development Measurement Tools for Children Aged 8-2  
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Bulan. Indonesian Psychological Journal Faculty of Psychology, University of Surabaya.

Suhartono. 2005. *Development of Early Childhood Speech Skills*. Jakarta: Ministry of Education,<sup>293</sup>

Joni. 2017. Improving Children's Cognitive Abilities in Numeracy Activities with Dadu Game TK Mutiara <sup>4</sup>

Pekanbaru. <http://Journal.stkiptam.ac.id/index.php/cellphone/obsession>. downloaded January 4, 2018

Farida Rahim, *Teaching Reading in Elementary Schools* (Jakarta: Bumi Aksara, 2011), p.11.<sup>5</sup>



process activities it is still necessary to develop language skills related to reading skills, arrange letters of the alphabet into words. Learning activities carried out by teachers only rely on writing on the blackboard and LKA (children's worksheets). Thus, in order to make it easier for children to read, an additional class program is needed because the children are very active. Therefore, additional class programs in improving reading skills are considered very suitable for them.

Every child has different abilities from one another, especially in language development. Robert E. Owen in Conny Semiawan, states that language is a socially accepted code or conventional system to convey concepts through the use of desired symbols and combined with symbols regulated by provisions, besides that still in the same source expressed that language is a system and sequence of words used to communicate with others.<sup>6</sup>

## METHODS

Descriptive research is a study that gets a systematic, actual and accurate picture of existing data, facts and characteristics of individuals in school, the state of symptoms or certain groups according to what they are. Meanwhile, according to Suharsimi Arikunto:<sup>7</sup> "If research intends to know the state of something why, who, how, how much, to what extent and so on, then the research is descriptive, namely explaining and explaining an event." Researchers want to see the events and events that are the center of attention to then be described or described as they are. In accordance with this explanation, the conception of qualitative research conducted by the author seeks to see the events and events in question, namely the effectiveness of the additional class program in improving the ability to recognize reading in group B children at Al Muchlisin Islamic Plus Kindergarten.

## RESULTS AND DISCUSSION

### STAGES OF LEARNING AND LANGUAGE DEVELOPMENT OF CHILDREN

Learning is essentially a process characterized by changes in oneself. Changes as a result of the learning process can be indicated in various forms such as changes in knowledge, understanding, attitudes and behaviors, skills, skills and abilities, and changes in other aspects that exist in individuals who learn.<sup>8</sup>

In this study there are several factors that affect children's language development, including: Health Factors; Intelligence; Sex ; Education; the order of children in the family; Employment and Income of parents.

There are several studies that confirm the findings, the cause of the absence of a significant relationship is caused by family environmental factors that affect language development more than socioeconomic factors, family socioeconomic status can affect language development in children because socioeconomic plays a role in fulfilling nutritional status, needs and affects the development process. Children with families who have high socioeconomic generally meet their nutritional needs quite well compared to children who have low socioeconomic status. Because the fulfillment of poor nutrition cannot meet the nutritional needs of children, especially in brain

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Conny Semiawan, *Student Development and Learning*. (Jakarta: Ministry of Education and Culture, 1999), p.111.<sup>6</sup>

Suharsimi Arikunto. *Classroom Action Research*. (Jakarta: PT bumi aksara, 1998), p. 232.<sup>7</sup>

Trianto, *Designing a Progressive Innovative Learning Model*. (Jakarta: Kencana, 2010), p.09.<sup>8</sup>



development, thus slowing down the occurrence of motor development in children to support children in starting language<sup>9</sup>

Skinner said that the process of language acquisition is first controlled from outside the child, namely by stimuli given through the environment. A child will not be able to speak without the support of his environment. They should listen to conversations related to daily life as well as knowledge of the world<sup>10</sup>

The development of children's language skills is greatly influenced by the socio-psychological climate of their family. If in the family environment creates a harmonious atmosphere, pays attention to each other, helps each other work together in completing family tasks or family members, establishes communication of family members, and is consistent in implementing rules, then children will have the ability, or social adjustment in relationships with others. The family is also seen as an institution or institution that can meet human or human needs. And the family is the first institution that can meet the needs through good care from parents. Children can meet their basic needs both physically, biologically and socio-psychologically. Socioeconomic factors quite influence the language development of toddlers. This is due to the strong factors of the family environment and the surrounding environment that further affect the language development of toddlers.

Parenting is one of the factors that influence the development of toddler language, because from this parenting style can form the personality of toddlers in their growth and development of language. With positive parenting such as often inviting toddlers to play with peers, socializing with the outside environment and giving parents plenty of time, especially mothers at home, will be able to help stimulate the language development of their toddlers. Parenting is said to be positive when parents are able to be positive to children who will require positive concepts and thoughts as well as self-respect. And it is said that negative parenting if parents often do negative things, such as hitting, ignoring, inattentive, harassing, insulting, being unfair, never praising and like to be angry is considered a punishment for shortcomings, mistakes or stupidity.

Markie et al, define Positive Parenting is a parenting approach that aims to develop and manage children's behavior in a constructive and painless way. This parenting style is developed based on good parenting and also positive attention to help children to develop.<sup>11</sup>

Parenting is the interaction of children and parents who educate, guide and discipline and protect their children to reach maturity in accordance with the norms that exist in society. The interaction of children with adults and others in the family environment can stimulate the development of the child.

## **EARLY CHILDHOOD READING SKILLS IN ISLAMIC KINDERGARTEN PLUS AL MUCHLISIN**

As well as the stages in mental and physical development, the ability to read in early childhood develops through certain stages. Cochrane, et all. said there are five stages of development of

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Joseph, S. 2011. *Child & Adolescent Development Psychology*. Bandung: PT. Juvenile Rosdakarya. 112<sup>9</sup>

Soetjiningsih, 2012<sup>10</sup>

Muchtar, D.H. 2011. *Six Pillars Of Positive Parenting*. Cicero Publishing: Jakarta<sup>11</sup>



reading ability in children, namely the magical stage, the self-concept stage, the transitional reading stage, the advanced reading stage and the independent reading stage.<sup>12</sup>

At the magical stage, children begin to like reading, like to flip through books, like to carry their favorite books and consider reading important and picture books can be used to develop children's imagination. The magical stage has already begun to show when anak is two years old.

The self-concept stage has begun to show when the child is three years old. At this stage children consider themselves to be able to read (even though they have not) and they often pretend to read books, and children often explain the contents or pictures in the books they like to others as if the child can already read. The transitional reading stage begins to show when the child is four years old. Children begin to remember letters or words that they often encounter and they begin to be interested in large types of letters.

While the advanced reading stage is seen when the child is five years old. At this stage the child begins to be aware of the function of reading and how to read it. The child is interested in various readings with pictures, and the child begins to spell and read words.

Further, the stage of self-reading. The stage of independent reading by the time children aged 6-7 years usually has reached this stage. At this stage the child has begun to be able to read books on his own and try to understand the meaning of what he reads. Colorful picture reading books with large sizes will be able to attract children to read independently.

Meanwhile, Shofi said that children's reading skills take place in several stages, namely: First, the fantasy stage. At this stage the child begins to like books. Children learn a lot about using books and begin to think that books are important. They like to look at and flip through books and like to carry their favorite books anywhere. Secondly, the stage of formation of self-concept. At this stage the child perceives himself as a reader, and they begin to involve themselves in reading activities. They often pretend to read even if it doesn't match the writing. Third, the stage of reading images. At this stage the child becomes aware of the visible print and they can already find words that he is familiar with in the print. Fourth, the reading recognition stage. At this stage the child is interested in reading, recalling prints in context and trying to recognize the signs on the reading. Fifth, the reading stage is fluent. At this stage, children can already read various types of books fluently.<sup>13</sup>

Furthermore, Musfiroh, explained that based on research conducted in western countries, children's reading development can be categorized into five levels or stages, namely: First, the magic stage. At this stage the child learns about the use of books, begins to think that they are something important. Children look at books, carry books and often have a favorite book. Secondly, the stage of self-concept. Children see themselves as readers, begin to be seen in pretend reading activities, take meaning from pictures, speak books even though they do not match the text in the book.

Third, the intermediate reader stage. At this stage the child has an awareness of printed materials. They begin to choose familiar words, record words related to themselves and at this stage the child has begun to recognize the alphabet. Fourth, the take-off stage. At this stage the child begins to use three sign systems namely graphophonics, semantics and syntax. They have begun to enjoy reading, begin to recognize letters from context, pay attention to the environment of printed

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Slamet Suyanto. (2005). Basic concepts of early childhood education. Jakarta: Ministry of National Education, Directorate General of Higher Education, Directorate of Education Personnel Education Development and Higher Education Personnel.

Shofi, U. (2008). It's a shame to learn to read! (Practical methods of teaching children. Reading and Writing).<sup>13</sup> Surakarta:Indiva Media Creation. 90



letters and read anything around them. All five stages are independent.<sup>14</sup> At this stage the child can read an unknown book independently, constructing meanings from letters and from previous experiences and cues of the author.

From the explanation above, it can be concluded that the ability to read in early childhood takes place in five stages, namely the magical stage (fantasy), the self-concept stage, the transitional reading stage (reading pictures), the advanced reading stage (reading introduction) and the fluent reading stage (independent reading).

The ability to read in children will be developed properly if reading learning is carried out in accordance with the stages of children's reading ability. In connection with the stages of children's reading development above, what teachers and parents need to know and understand is how to stimulate the child's potential in accordance with their stage of development, so that children's reading skills can develop optimally.

According to Musfiroh, stimulation has the meaning of encouraging interest in reading and fostering phonemic awareness. Stimulation given appropriately will greatly help children to be able to read well. <sup>15</sup>Kindergarten-aged children (group A) aged 4-5.5 years are between the transitional reading stage and the advanced reading stage. At this stage children begin to be interested in various letters or readings that have pictures in large sizes, then children begin to spell letters and read them. To optimize children's reading skills at this stage, various pictures can be provided accompanied by writing with large sizes, then invite children to read writing by spelling.

The standards for early childhood reading skills in Al Muchlisin Islamic Plus Kindergarten can be divided into four stages of development, namely:

- a. At this stage the child begins to learn to use books and realizes that books are important, looking at and flipping through books, sometimes he brings his favorite books. At this stage parents or teachers need to give examples of the need to read or read a book to children and discuss the book with children.
- b. At this stage, kindergarten-aged children are able to see themselves as readers, and begin to involve themselves in reading activities, such as pretending to read a book and giving meaning to pictures.
- c. At this stage, the child is able to use three language systems, such as phonemes (letter sounds), semantics (word meaning), and syntax (word or sentence rules) together. Children begin to recognize the signs that exist on objects in their environment, such as milk boxes, toothpaste, and others.
- d. At this stage children can read fluently various types of different books and materials that are directly related to their daily lives.

### **Additional Program in Improving Reading Recognition Skills in Islamic Kindergarten Plus Al Muchlisin**

Based on the results of observations, interviews, and documentation of the author above, it can be concluded that the effectiveness of the additional class program in improving reading skills in group B children at Al Muchlisin Islamic Plus Kindergarten has factors, namely the spirit of motivation from students, the spirit of interest in learning to read students to take part in additional

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*Musfiroh, Tadkiroatun. (2009). Cultivate children's literacy. Early age. Jakarta : PT. Grasindo, p. 8<sup>14</sup>  
Musfiroh, Tadkiroatun. (2009). p.10<sup>15</sup>*



class programs and full support from parents. The teacher has taught reading well to students in additional classes, before starting the activity the teacher explains and directs what must be done, by modeling first how or how to read well and correctly. However, teachers at TK Islam Plus Al Muchlisin always try to provide more varied reading activities so that students are not bored, and are able to develop students' reading skills well. The author can explain that the effectiveness of the additional class program in improving reading skills in group B children at Al Muchlisin Islamic Plus Kindergarten is characterized by increasing children's understanding of reading through additional class programs. The materials provided in this additional class are based on observational guidelines that researchers make.

In addition, the author sees that students are very excited and enthusiastic when attending additional reading classes. Some learners seem to be very active in reading. The results of the supplementary reading class program are quite good and students can read even though they still remain under the direction and guidance of the teacher.

The results of the observations that have been made by researchers show that Group B students in Al Muchlisin Islamic Plus Kindergarten are mostly slowly able to read, as seen in the author's observations which refer to the observation guidelines made by the author, namely students have the spirit of self-motivation and the spirit of interest in learning to read students to take part in additional class programs. In addition, some students are active and always ask questions about the activities that are being carried out until they tell the experiences they have experienced. Not only that, students have begun to show their reading skills in front of teachers and friends. From the description above, such is the effectiveness of the additional class program in improving reading skills in group B children at Al Muchlisin Islamic Plus Kindergarten.

Based on the results of the interview that the first learning process is to communicate the objectives and themes of activities, meaning that teachers must first explain the objectives and themes of additional class program activities. Furthermore, the teacher provides methods or ways to learn to improve reading skills in students. This is done so that children during additional class program activities can adjust and get good results. But still under the supervision and guidance of the teacher.

Based on the description above, so that at the end of this chapter the author will provide a conclusion that according to the author has relevance to previous theories, and the substance is the answer to the problem statement. The effectiveness of the additional class program in improving reading skills in group B children at TK Islam Plus Al Muchlisin showed good development results, this is evident from all students who were able to take part in these various activities were BSH (Developing as Expected) from 20 students. Through additional class program activities, it can be seen that children have a spirit of motivation from students and a spirit of interest in learning to read good students, seen from the way children follow the additional reading class program. In addition, children have great curiosity and always ask if there are things they don't understand, during the activity.

## **CONCLUSION**

In the results of research at TK Islam Plus Al Muchlisin with the title "The Effectiveness of Additional Programs in Improving Reading Recognition Skills in Group B Children at Kindergarten Islam Plus Al Muchlisin" it can be concluded that the implementation of the effectiveness of the additional class program for group B children at TK Islam Plus Al Muchlisin, is carried out by: beginning reading learning activities, scheduling the time for the implementation



of initial reading learning, and conduct an evaluation of beginning reading learning. While the factors that affect the effectiveness of the additional class program in improving reading skills in group B children at Al Muchlisin Islamic Plus Kindergarten, include: the spirit of motivation from students, the spirit of interest in learning to read students, and full support from parents.

The effectiveness of the additional class program in improving reading skills in group B children at TK Islam Plus Al Muchlisin showed good development results, this is evident from all students who were able to take part in these various activities were BSH (Developing as Expected) from 20 students. Through additional class program activities, it can be seen that children have a spirit of motivation from students and a spirit of interest in learning to read good students, seen from the way children follow the additional reading class program. In addition, children have great curiosity and always ask if there are things they don't understand, during the activity.





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