Introduction to Early Reading for Children in Subang Mewah

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Abstract. Reading the beginning for children becomes their initial phase in recognizing letters and phonetic symbols as well as pronunciation as the basis for entering the next reading stage. In the early stages of reading, more emphasis is placed on the activity of recognizing letters and words and combining them with sounds and syllables. As one of the language skills, reading is very complex to master. This study aims to find out the early reading skills of children in Subang Mewah. While the research method used in this stud is ethnographic method with the collection of data through observation of field data, interviews and documentation studies used to determine the child's early reading development. The results found in this study show that children's initial reading ability can increase due to factors related to parents, economic status, environment, and the relationship between children and parents. Data analysis using a comparison of precycle and postcycle data. The education of children in subang mewah is very noteworthy and needs to be improved, because children who have entered elementary school do not know letters, numbers and also can not write them so that they get an education that is equivalent to the others.

Keywords: Introduction Reading · Early Reading · Children

1 Introduction

Reading is one of the language skills, which includes listening, reading, writing and speaking. Reading is a receptive written language skill (Tarigan, 2011: 47). Reading activities require various skills, including letter recognition, letter sounds, word meanings, and understanding word meanings. These skills are related. According to Olivia (2009), "the age at which one learns words is the key to understanding how one will be able to read in the future".

Learning to read is an important part that must be mastered by children because it provides a solid foundation for advanced reading and requires joint attention. This is in accordance with Dewi Myangsari (2014) who found, "the ability to read is the basis for mastering various fields of study". Early reading learning emphasizes technical aspects, namely: (1) sound reading accuracy, (2) clear pronunciation, (3) correct intonation, (4) vocal fluency, and (5) voice clarity Darmiyati Zuchdi and Budiasih (2001): 58). Reading is the first step in the reading process. Starting to read is a skill for children to be able to

understand letters such as consonants and vowels, reading words, namely reading two or three syllables like simple sentences (Tjoe, 2013).

The Rirawati (1996:51) says, there are five steps to start reading, namely identifying sentence elements, word elements, letter elements, arranging letters into syllables, syllables into words. Early reading instruction places more emphasis on developing basic reading skills. Children must be able to pronounce letters, syllables, words, and phrases that are shown orally (Akidah et al., 1993:11). In addition to introducing letters, also teach them to read at the beginning of learning. The right attitude in reading activities. This attitude includes how to sit correctly, how to open a book, how to read a book, and how to look at a book. This attitude needs to be instilled in students so that the stages of reading are more meaningful and the health of students is not neglected.

The process of reading does not only include students' minds, but also students' bodies. At the beginning of learning to read, there are difficulties that are usually faced by students. According to research by Pratiwi and Ariawan (2017) and Oktadiana (2019), "difficulty reading at the beginning of grade 1 SD (1) cannot read diphthongs, double vowels and double consonants (2) cannot read sentences, (3) stutters when reading, (4) name some consonants, (5) can't spell, (6) reads carelessly, (7) quickly forgets spelled words, (8) adds and replaces words, (9) enough spelling time old, and (10) cannot read fully". Sometimes there are children who have difficulty reading tend to have low learning outcomes in other subjects (Fauzi, 2018).

Based on Carol A. & Barbara A.W. (2008: 353–355), reading is a basic skill that children need to have in order to enter elementary school. Kindergarten learning only teaches children skills to prepare them to learn to read. Based on Slamet Suyanto (2005: 171), learning to read in early childhood is aimed at the ability to communicate orally and in writing. In order to understand symbolic language, one of the children must learn to read. Preparatory reading is an integrated activity that includes different activities, namely recognizing letters and words, connecting with sounds, their meanings and drawing conclusions about the purpose of reading Nurdiana Dhieni (2005: 5.5). Based on Eny Zubaidah (2003: 9), early reading or early reading emphasizes the introduction and pronunciation of sound symbols such as letters, words, and simple sentences. Reading is an auditory and visual activity to give meaning to symbols in the form of letters or words, which includes the decoding stage (technical reading and understanding) (Munawir, 2005: 134). Based on some of the views that have been described, it can be concluded that early reading skills are basic skills in aspects of children's language. This is used as a prerequisite for entering the next level. With early reading, children can recognize the different letter sounds, combine the sound of letters into syllables and words so that the meaning of the word arises. This will add to the child's vocabulary and understanding of children's language development in the field of literacy.

Based on Lamb and Arnold (Farida Rahim 2008: 16), "factors that influence early reading ability, namely: 1. Physiology includes physical health, neurological considerations, and gender, where neurological limitations and physical deficits are also a a factor that hinders children to improve reading skills. Intellectual Factors found that there was a positive relationship between intelligence demonstrated by IQ and average increases in

reading retrieval. 2. The environment includes the child's previous experience and family's socioeconomic status. 3. Psychological includes motivation, interest in reading, social maturity, emotional maturity, and adjustment.

Motivation is a motivator for children to engage in reading activities. Interest in reading is a strong desire followed by reading efforts. In terms of social emotional maturity and self-adjustment, it includes emotional stability, self-confidence and the ability to contribute to the group. Children who get angry easily, cry, withdraw, lack confidence and overreact when given something will have difficulty reading lessons and have difficulty completing assignments.

UUD No. 23 of 2002 concerning Child Protection in Article 9 Paragraph 1 "Every child has the right to education and teaching for personal development and level of intelligence in accordance with their interests and talents". Law Number 20 of 2003 concerning the National Education System stipulates that children's education needs to be taken care of. Article 1 (14) states, "Early childhood education is an educational effort that is realized in children from birth to the age of 15 years, which is carried out through the provision of educational incentives to support physical and intellectual growth and development, so that children are ready to start. Article 4 (5) of higher education states that education emerges through the development of a culture of literacy and numeracy for all citizens."

(Husnaini, 2012: 2). Article 3 says, "National education aims to develop skills and shape national character and civilization that is appropriate for education for the life of the nation, with the aim of developing the potential of students to become human beings who fear God Almighty. Noble character, healthy, informed, efficient, creative, independent, and become democratic and responsible citizens". Reading is very important for human survival, according to Burns (in Rahim, 2008: 1), which states, "the ability to read is very important because every aspect of life involves reading activities. The results of the PIRLS (Progressin International Reading Literacy Study) research coordinated by the IEA (The International Association for The Evaluation Achievement) in 2011 showed that elementary school children had a low level of reading literacy, below the international average (Akbar, 2017).

This is based on the reality of the early reading ability of children in Subang Luxurious which is still very low. Through reading the beginning, of course it will greatly help children in following the learning. The low ability to read is caused by various factors including parents who are busy working all day, the environment, schools, learning, facilities and infrastructure. (Rahim, 2005) says, "there are several factors that influence initiation reading skills, namely: intellectual, physiological, psychological, environmental, and socioeconomic".

Children have difficulty stringing together words because they do not know letters, children read by spelling, and children are still stammering at reading sentences so that children feel bored and confused when learning to read, and most parents give fully to teachers at school and do not provide other additional reading tutoring at home. This condition is quite disappointing because almost 60% of children in Subang Luxurious still do not understand letters and read or can be divided into three categories: (1) fluent, (2) not yet fluent, and (3) not yet able. In the third group there were 20% of children who

could not recognize letters and read. This is indicated by some children who are already able to recognize letters and read but are not yet perfect and are still a bit stuttering.

In research conducted by the National Education Ministry's Balit-bang in 2005–2006 (Noor, 2008; Dewi, 2015), there are several problems related to student literacy, such as: For first-grade students it is still difficult to distinguish between "ng" and "ny", and children are not yet fluent in reading, and second graders still find it difficult to analyze syllables and assemble them into a word. Anwar's research concluded that there were differences in the forms of early reading practice because of the teacher, environment, background and supporting facilities.

Children's early reading skills can be developed through free discovery learning and meaningful learning. Based on constructivism theory, in which children learn through the stages of observing, discovering, and constructing the knowledge they have acquired (Mufidah, D.W., Haenilah, E.Y., & Sofia, 2019). This is also in line with Cooper's view (Rusman, 2017) that constructivists view children as being able to interpret information and the world based on their personal and learning realities, observing, processing, interpreting, and transforming information into personal knowledge. Developing early reading skills in children who have never attended school is a particular challenge for teachers. Letter recognition is a priority for children who are new to letters and their properties. Therefore, quick steps are needed so that children can immediately recognize these consonants. There are many approaches that teachers can take to create a nurturing classroom environment, rich in reading material, and fun for children to learn (Marlina, 2015).

2   Method

This study uses a qualitative approach, namely research that studies natural objects, where the researcher is the key instrument, data collection techniques are combined, the data analysis is inductive, and the results of qualitative research emphasize interests rather than generalizations.

This study uses ethnographic methods. Spradley (1979, p. 5) argues that ethnography is an attempt to consider the meaning of the actions of events that occur to the people who want to be understood. Spradley (2007:3) says that ethnography is the task of describing a culture. Iskandar (2008, p.208) suggests that for researchers to understand and describe culture from this perspective, their minds must reflect events. This research occurs naturally and focuses on the process of getting the complete picture. This research was conducted in Subang Luxurious, Subang Jaya, Selangor, Malaysia.

Merriam (2002) says that the process of collecting ethnographic data uses field data observation techniques, document studies and interviews. Interviews with informants are the main source. Data collection techniques used are observation, interviews, field notes, documentation, and document analysis. Data collection focused on 3 techniques, namely the learning process in class, informants and documents.

In collecting data, researchers used interviews and document analysis as benchmarks. The collected data were then analyzed using Spradley's qualitative analysis techniques, which included domain, taxonomy, component, and topic analysis. Data analysis is carried out in stages depending on the approach to the problem.

3 Result and Discussion

This study was conducted in order to gain a better understanding of the early developmental stages of reading in Subang Luxurious. From the results of previous actions, conducted interviews with managers, analysis of documents and field notes, and domain analysis, taxonomy analysis and component analysis, the results obtained are descriptions of learning to read bridesmaids at the Luxurious Studios. The following are the results of the initial reading introduction observation during the study.

In cycle I which states that children in Subang Luxurious are considered capable of reading activities. Furthermore, the researchers discussed continuing the research into cycle II in order to create an increase in children's reading activities, because the results of cycle I still showed results that had not shown a percentage of success in beginning reading activities.

In cycle II, there was an increase in early reading activities for children in Subang Luxurious. After discussing the results of the observations, it was found that the children in Subang Luxurious had reached the advanced stage, so the research ended in cycle II.

According to the results of the discussion of each child in each aspect, it can be concluded that the highest score obtained in the beginning reading activity was by KT, MZF, ZB, RA. The values obtained by these children are also very much in comparison with other children. During the research the children were active in every lesson given by the teacher and could understand the lessons well. During the pre-action activities, it was evident that they were independent children and were more prominent in terms of academics than other children. From a family point of view, even though parents are busy working all day, parents still pay attention to their children's education. It is known that during the research the children always told that they were always studying and were assisted by their parents and siblings.

According to Djaali, his family situation has a big impact on the success of children in the family. Parents' education, economic status, environment, and the relationship between children and parents have a large impact on children's learning outcomes. Based on Effen-di (1995), the family plays an important role in raising children, in all the norms and ethics that exist in society, and its culture can be passed down from parents to children for generations that adapt to the times, life, company.

While the lowest score achieved by NA and MS. In participating in learning these children are often not focused and have trouble understanding what the teacher is conveying so that in learning they are often guided by the teacher. When viewed from a family perspective, their parents are busy working all day, and pay little attention to their children's education.

4 Conclusion

Based on the research findings and discussion, it can be concluded that children who are not fluent in reading at the beginning experience obstacles due to parents who are busy working and pay little attention to their children's education. Children who are not able to read early need more attention and special handling by the teacher so that the child's learning process can continue well in the future. The handling used by the

teacher is by recognizing letter symbols and symbol sounds. Next is to introduce words whose meanings are recognized by children. Then the child composes into sentences. The average value of the pre-action increased in cycle I, and it was improved even more in cycle II. There were three children who had not been completed and were handled by the Learning Studio.

Beginning reading ability in Children is evaluated according to their alphabet knowledge. If children can recognize different consonants and vowels well and fluently, they will have an easier time spelling. Likewise, if the child cannot or knows low vowels and consonants, it will be difficult for the child to move to the next stage, e.g. B. to start spelling from easy to difficult syllables for children. Parents or teachers need to be eager to encourage children at home and school to practice early reading skills. When children are encouraged to read from an early age, teachers and parents need to provide the appropriate level for children's early reading skills. Appropriate stimulation shows the child's early reading ability to what stage. If there is a stage that the child still cannot do, parents and teachers will provide more stimulation at that stage.

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