

Ability of Literacy for 5-6 Year Old Children in Kindergarten, Bambanglipuro, Bantul

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Abstract

The research theme related to hoax and child development. The research aimed to determine the level of literacy ability for children with the age between 5-6 year old. Literacy means the ability to read and write to solve one's problems, meet one's need, learn new information and find pleasure in the written literary works. Literacy includes recognizing the letters of the alphabet, and associating roughly 20 letters and their sounds, beginning to have an understanding of phonemic awareness (each word has its own sound), beginning reading and writing simple consonant-vowel-consonant words and be able to recognize a few simple sight words. The research's type is quantitative descriptive research method by using observation technique with rubrics checklist tool. The study population is children aged 5-6 years in kindergarten in the subdistrict of Bambanglipuro Bantul. The sample of research about 180 children were taken from eleven kindergartens in subdistrict Bambanglipuro (TK LKMD Ngambah, TK ABA Sidomulyo II, TK ABA Sumbermulyo V, TK LKMD Sidomaju, TK ABA Mulyodadi I Pete, TK ABA Derman, TK ABA Mulyodadi II Sribit, TK Tabitha, TK ABA Sidomulyo I, TK LKMD Trowolu and TK ABA Jogodayoh I). The technique analysis of the data used to percent score for looking through the level of literacy ability based on assesment criteria level. The results showed the level of literacy ability of children aged 5-6 year old in kindergarten of subdistrict Bambanglipuro Bantul is improved well.

Keywords: ability of literacy, 5-6 years old children

1 INTRODUCTION

Early childhood education is an educational facility that provides basic foundation to increase basic knowledges, attitudes and skills. NAEYC (National Association for the Education of Young Children) argues children's education begins at birth to eight years. But, UU No.20 Year 2003 states that children education begins at birth to six years. Early childhood education is used to assist children growth and development in order to make children have readiness on further education. Early childhood education aims to develop all aspects including cognitive, language, emotional, motor, physical, religious and moral values.

The success of early childhood education process will be the basic for further education process. Golden age is the foundation for laying the basic ability to prepare children to the next levels. Therefore, stimulus is very important to do. The stimulus should be able to develop all aspects including cognitive, language, emotional, motor, physical, religious and moral values.

The first aspect is language. Language is closely related with children daily life. Language is used by the society to communicate. Early childhood education needs language to communicate. Language can be defined as a tool of formation and communication to provide information, thoughts and feeling expression with words (Gonzales, 2001). Similarly, Papalia argues language is a

communication system based on words and grammar. So, language is a communication system to provide information, thoughts and feeling expression with the words and grammar.

Language is also a foundation of literacy development. Literacy in the early childhood years involves just a basic awareness and understanding of language (Biddle, et al., 2014). Brewer (2014) argues literacy means the ability to read and write well enough to solve one's problems, meet one's need, learn new information and find pleasure in the written word. NCCA and Musfiroh (2009) states that literacy is more than the ability to read and write. So, literacy is concerned to help children in communicating with others and understanding the world. Similarly with Musfiroh (2017), literacy is a foundation and something to approach in speech communication. The other opinion, UNESCO states literacy as a knowledge of written language. literacy as written language is not reading and writing. Moreover, literacy is prepared to understand and to use written language. The benefits of literacy are reading, writing and interpreting text (Giouroukakis & Connolly, 2013), literacy is the ability to read and write when the information comes from books, newspaper, magazines or papers (Pischetola, 2011). Literacy is made by making meaning in the linguistic, such as making the first letter in picture (Rowell & Pahl, 2013).

Literacy should be introduced from an early age because it can prevent children having difficulty reading and become one of the success factors in reading children (Oncu & Unluer, 2014). Literacy develops from whole to functional, meaningful, relevant to used language (Musfiroh, 2009). Literacy occurs systematically and sequentially in response to various forms of written language and social language experienced by children their environment (Hall in Suyanto, 2005). Thus, the ability of literature to develop optimally when the children can master the ability to read and write to the next level.

Based on the results of questionnaire about ability of children literacy, it obtained that each kindergarten has a variety ability of literacy. Most children already recognize 5 vowels (a, i, u, e, o) and 15 consonant (b, c, d, g, h, j, k, l, m, n, p, r, s, t, y). However, some children who have not been able to show their writing spoken by teacher, even cannot write their own names, and read simple syllables.

Based on the results of the questionnaire, researcher is interested to know the level of literacy ability for children aged 5-6 years in kindergarten, subdistrict of Bambanglipuro Bantul.

Based on the description of phenomenon, the purpose of this research is to determine the level of ability to children literacy aged 5-6 years old in kindergarten in subdistrict Bambanglipuro Bantul. The ability of literacy includes recognizing the letters of the alphabet and associate roughly 20 letters and their sounds, having an understanding of phonemic awareness (each word has its own sound), reading simple consonant-vowel-consonant words, writing simple consonant-vowel-consonant words, also recognizing a few simple sight words.

method

The research type is quantitative with descriptive research method that aims to describe the phenomenon, especially ability of literacy for children aged 5-6 years old. The research was conducted in March- April 2018. The study population is children in 5-6 years old in kindergarten in subdistrict Bambanglipuro, Bantul. The research is a sample study with research population children aged 5-6 years old in kindergarten subdistrict Bambanglipuro. The sampling technique is purposive sampling technique. The selection of the sample is based on certain consideration that is chosen based on the distribution of the kindergarten location in Bambanglipuro. The sample of research about 180 children were taken from eleven kindergartens in Bambanglipuro (TK LKMD Ngambah, TK ABA Sidomulyo II, TK ABA Sumbermulyo V, TK LKMD Sidomaju, TK ABA Mulyodadi I Pete, TK ABA Derman, TK ABA Mulyodadi II Sribit, TK Tabitha, TK ABA Sidomulyo I, TK LKMD Trowolu and TK ABA Jogodayoh I).

This research survey type is by observing the children's literacy activity using observation sheet. Based observation sheet ability of literacy assessed, then categorized on the scores obtained.

Data collection techniques selected in this research is using observation techniques and documentation. Observation techniques is the

activity of recording the phenomena derived from the process of observation and recall performed systematically. Researcher chose this technique because it can see firsthand ability of literacy.

In addition, researcher used a documentation in the form of photos and videos. Photos and videos are secondary data sourced that are useful for researcher because it can complement textual data.

The instrument used by researcher is the observation sheet. This observation sheet includes several indicators that will be researched so that researcher know the success of the research. In this research the researcher used observation sheet to know ability of literacy in 5-6 year old schildren according to the instrument grid listed in table 1.

Table 1. Grid instument ability of literacy.

Criteria	Indicator
Ability of literacy	a. recognize the letters of the alphabet b. recognize and associate roughly 20 letters and their sounds c. begin to have an understanding of phonemic awareness (each word has its own sound) d. begin reading simple consonant-vowel-consonant words e. begin writing simple consonant-vowel-consonant words f. be able to recognize a few simple sight words.

Data analysis technique used in this research was quantitive descriptive. Quantitive descriptive analysis used to find the category ability of literacy children age 5-6 year old in kindergarten, in Bambanglipuro Bantul. Interpretation data ability of literacy referring to table 2.

Table 2. interprtation abilty of literacy with scale 4

Category	Range	Interpretation
4	$X > X_i + 1,50 S_{bi}$	Improved well (BSB)
3	$X_i - 0$	Improved as expected (BSH)
2	$X_i - 1,50 S_{bi} < X \leq X_i - 0$	Improved as began (MB)
1	$X \leq X_i - 1,50 S_{bi}$	Undeveloped (BB)

Information:

- X_i = ideal rate
- S_{bi} = ideal standard deviation
- X = actual score

3 RESULT AND DISCUSSION

This research was conducted to determine ability of literacy for 5-6 year old children in kindergarten of Bambanglipuro Bantul. The data obtained by researchers came from the observation that have been done by using observation sheet. The object of this research was the ability of literacy for children aged 5-6 year old. The ability of literacy observed in this research had 6 indicators included recognizing the letters of the alphabet, recognizing and associate roughly 20 letters and their sounds, having an understanding of phonemic awareness (each word has its own sound), reading simple consonant-vowel-consonant words, writing simple consonant-vowel-consonant words, recognizing a few simple sight words. The data obtained were then described and analyzed using quantitative descriptive.

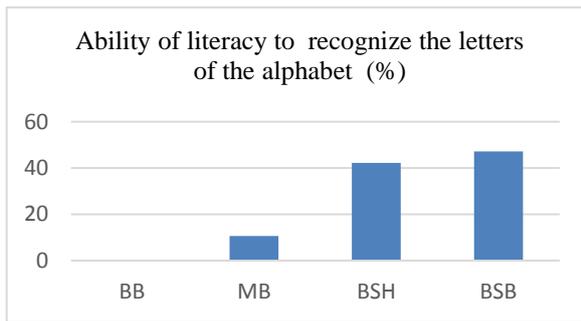
- a. Data analysis in recognizing the letters of the alphabet

Data analysis recognized the letters of the alphabet is one indicator ability of literacy in children aged 5-6 year old. The data obtained is the result of observation made by researcher. The result of recognizing the letters of the alphabet can be seen in table 3.

Table 3. Result recognize the letters of the alphabet

No	Category	Amount children	Percentage(%)
1	Undeveloped (BB)	0	0
2	Improved as began (MB)	19	10.56
3	Improved as expected (BSH)	76	42.22
4	Improved well (BSB)	85	47.22
Total		180	100

Based on table 3, it can be explained that ability of literacy to recognize the letters of the alphabet in Bambanglipuro Bantul kindergarten from 180 children obtained results mostly in improved well (BSB) category with a percentage of 47.22% or 85 children, then improved as expected (BSH) category gets percentage of 42.22% or 76 children, improved as began (MB) get a percentage of 10.56% or 19 children and undeveloped (BB) get a percentage of 0% or 0 children. More clearly the level ability of literacy to recognize the letters of the alphabet can be seen in graph 1 below.



Graph 1. Ability of literacy to recognize the letters of the alphabet

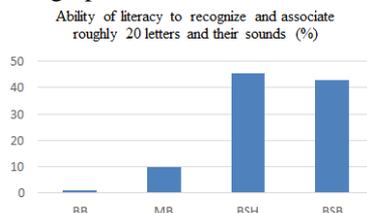
b. Data analysis recognizing and associating roughly 20 letters and their sounds

Data analysis recognize and associate roughly 20 letters and their sounds can be seen in table 4.

Table 4. Result recognize and associate roughly 20 letters and their sounds

No	Category	Amount children	Percentage(%)
1	Undeveloped (BB)	2	1.11
2	Improved as began (MB)	18	10.00
3	Improved as expected (BSH)	82	45.56
4	Improved well (BSB)	77	42.78
Total		180	100

Based on table 4, it can be explained that ability of literacy to recognize and associate roughly 20 letters and their sounds in kindergarten in Bambanglipuro Bantul from 180 children obtained results mostly in improved as expected (BSH) category with a percentage of 45.56 % or 82 children, then improved well (BSB) category gets percentage of 42.78 % or 77 children, improved as began (MB) get a percentage of 10 % or 18 children and undeveloped (BB) get a percentage of 1.11% or 2 children. More clearly the level ability of literacy to recognize and associate roughly 20 letters and their sounds graph 2 below.



Graph 2. Ability of literacy to recognize and associate roughly 20 letters and their sounds

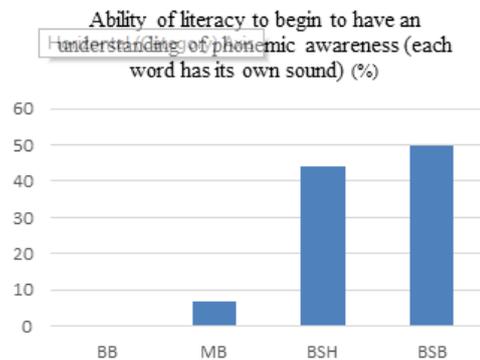
c. Data analysis in beginning to have an understanding of phonemic awareness (each word has its own sound)

Data analysis in beginning to have an understanding of phonemic awareness (each word has its own sound) can be seen in table 5.

Table 5. Result begin to have an understanding of phonemic awareness (each word has its own sound)

No	Category	Amount children	Percentage(%)
1	Undeveloped (BB)	0	0
2	Improved as began (MB)	11	6.71
3	Improved as expected (BSH)	79	43.89
4	Improved well (BSB)	90	50
Total		180	100

Based on table 5, it can be explained that ability of literacy to begin to have an understanding of phonemic awareness (each word has its own sound) in kindergarten, Bambanglipuro Bantul from 180 children obtained results mostly in improved well (BSB) category with a percentage of 50 % or 90 children, then improved as expected (BSH) category gets percentage of 43.89 % or 79 children, improved as began (MB) get a percentage of 6.71 % or 11 children and undeveloped (BB) get a percentage of 0 % or 0 children. More clearly the level ability of literacy to begin to have an understanding of phonemic areness (each word has its own sound) graph 3 below.



Graph 3. Ability of literacy to begin to have an understanding of phonemic awareness (each word has its own sound)

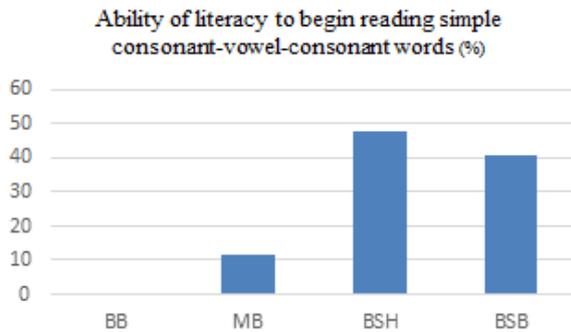
d. Data analysis begin reading simple consonant-vowel-consonant words

Data analysis begin reading simple consonant-vowel-consonant words can be seen in table 6.

Table 6. Result begin reading simple consonant-vowel-consonant words

No	Category	Amount children	Percentage(%)
1	Undeveloped (BB)	0	0
2	Improved as began (MB)	21	11.67
3	Improved as expected (BSH)	86	47.78
4	Improved well (BSB)	73	40.56
Total		180	100

Based on table 6, it can be explained that ability of literacy to begin reading simple consonant-vowel-consonant words in kindergarten in Bambanglipuro Bantul from 180 children obtained results mostly in improved as expected (BSH) category with a percentage of 47.78 % or 86 children, then improved well (BSB) category gets percentage of 40.56 % or 73 children, improved as began (MB) get a percentage of 11.67 % or 21 children and undeveloped (BB) get a percentage of 0 % or 0 children. More clearly the level ability of literacy to begin reading simple consonant-vowel-consonant words graph 3 below.



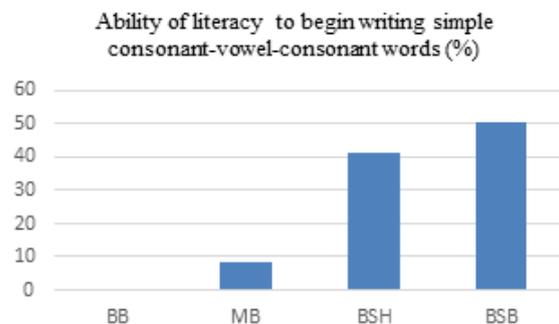
Graph 4. Ability of literacy to begin reading simple consonant-vowel-consonant words

e. Data analysis in beginning writing simple consonant-vowel-consonant words
Data analysis in beginning writing simple consonant-vowel-consonant words can be seen in table 7.

Table 7. Result ability of literacy to begin writing simple consonant-vowel-consonant words

No	Category	Amount children	Percentage(%)
1	Undeveloped (BB)	0	0
2	Improved as began (MB)	15	8.33
3	Improved as expected (BSH)	74	41.11
4	Improved well (BSB)	91	50.56
Total		180	100

Based on table 7, it can be explained that ability of literacy to begin writing simple consonant-vowel-consonant words in kindergarten in Bambanglipuro Bantul from 180 children obtained results mostly in improved well (BSB) category with a percentage of 50.56 % or 91 children, then improved as expected (BSH) category gets percentage of 41.11 % or 74 children, improved as began (MB) get a percentage of 8.33 % or 15 children and undeveloped (BB) get a percentage of 0 % or 0 children. More clearly the level ability of literacy to begin writing simple consonant-vowel-consonant words can be seen graph 5 below.



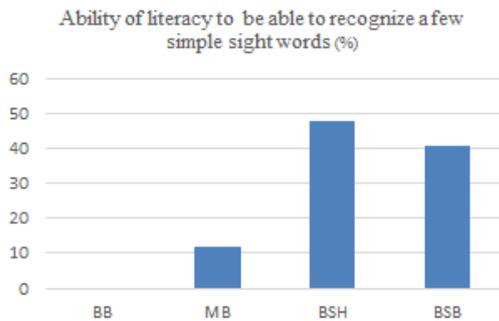
Graph 5. Ability of literacy to begin writing simple consonant-vowel-consonant words

f. Data analysis be able to recognize a few simple sight words
Data analysis be able to recognize a few simple sight words can be seen in table 8.

Table 8. Result be able to recognize a few simple sight words

No	Category	Amount children	Percentage(%)
1	Undeveloped (BB)	0	0
2	Improved as began (MB)	21	11.67
3	Improved as expected (BSH)	86	47.78
4	Improved well (BSB)	73	40.56
Total		180	100

Based on table 6, it can be explained that ability of literacy to be able to recognize a few simple sight words in kindergarten in Bambanglipuro Bantul from 180 children obtained results mostly in improved as expected (BSH) category with a percentage of 47.78 % or 86 children, then improved well (BSB) category gets percentage of 40.56 % or 73 children, improved as began (MB) get a percentage of 11.67 % or 21 children and undeveloped (BB) get a percentage of 0 % or 0 children. More clearly the level ability of literacy to begin reading simple consonant-vowel-consonant words graph 6 below.



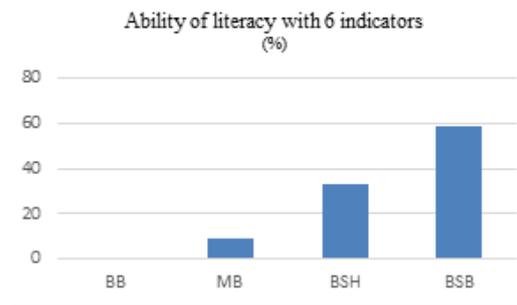
Graph 6. Ability of literacy to be able to recognize a few simple sight words

Based on the overall observation ability of literacy 5-6 year old children in Bambanglipuro Bantul kindergarten, it can be seen that ability of literacy get improved well. Ability of literacy can be seen table 9.

Table 9. Ability of literacy children with 6 indicators

No	Category	Amount children	Percentage(%)
1	Undeveloped (BB)	0	0
2	Improved as began (MB)	16	8.89
3	Improved as expected (BSH)	59	32.78
4	Improved well (BSB)	105	58.33
Total		180	100

Based on table 9, it can be explained that ability of literacy with 6 indicators in kindergarten in Bambanglipuro Bantul from 180 children obtained results mostly improved well (BSB) category with a percentage of 58.33 % or 105 children, then improved as expected (BSH) category gets percentage of 32.78 % or 59 children, improved as began (MB) get a percentage of 8.89 % or 16 children and undeveloped (BB) get a percentage of 0 % or 0 children. More clearly the level ability of literacy to begin writing simple consonant-vowel-consonant words can be seen graph 7 below.



Graph 7. Ability of literacy with 6 indicators

Based on the data analysis that has been expressed can be discussed some facts that exist. Ability of literacy children age 5-6 year old in kindergarten in Bambanglipuro Bantul is various. Ability of literacy divided into 4 categories includes undeveloped, improved as began, improved as expected and improved well. These differences can be caused by various factors. The various factors according to Azhim (2011) were intelligence, social status, number of children or the number families and gender. The high cognition will affect the quality ability of literacy children. There is a significant correlation between one's mind and language. Social status of children will affect the ability of children literacy. Children are socially and culturally derived from the upper and middle that ability of literacy better than the children come from the bottom. Children from the upper and middle social status can achieve the highest rank in literacy achievement. In addition, the number of children or the number of families also affect ability of children literacy. A family which has many family members, the ability of children literacy is further increased due to varied communication compared to having only one child and no other members than had by a family. Finally, gender also affects the ability of children literacy. Girls has ability of literacy better

than boys. Girls more capable of speaking than boys. So the vocabulary of girls is more than boys.

Yusuf (2004) states there are 2 factors that influence the ability of children literacy. There are health and family relations. Health is very influential in the ability of children literacy. If early two years health the children often disturbed then ability of children literacy will be hampered. Family relations also affects the ability of children literacy. Children who have good family relations (caring and affectionate of both parents) can optimize their ability of literacy. Conversely, if children have not good family relations so that the ability of children literacy will be undeveloped or stagnate or have abnormalities development such as stuttering in his words are not clear, say rude and not polite and feel afraid to express his opinion.

4 CONCLUSION

Based on the results of the research that ability of children literacy aged 5-6 year old in kindergarten Bambanglipuro Bantul is in improved well category. It can be seen that 58,33 % or 105 children have improved well category. The category was obtained based on the results of the assessment of the observation of literacy ability. The assessment based on 6 indicators already fixed this research.

The result of reseach is various ability of literacy. These differences can be caused by various factors. The various factors ability of children literacy such as intelegence, social status, number of children or the number families, gender, health and family relations.

This research is expected that teachers can continue to do stimulation on to ability of children literacy by providing learning through various game activities that interesting, fun and adapted to the optimal children development.

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