SUMMARY

DEVELOPING MODEL FOR INTRODUCING WRITTEN LANGUAGE

FOR CHILDREN AT PLAYGROUPS AND KINDERGARTENS

Tadkiroatun Musfiroh and Ari Kusmiatun[1]

The problem of methods and content in introducing reading and writing to children at playgroups and kindergartens often results in ignoring the essence and nature of children's learning and thus brings about negative influence to the children's development. Teaching with formal-academic approach, despite its quick results, has a high risk of causing the children to lose their golden period of Vygotsky mental acquisition (Bodrova & Leong, 1996). Introducing reading and writing so far seems to be carried out in partial and not integrativel0079, while reading and writing constitute complex activities, not merely knowing the words and real references or recognizing sounds and their symbols. This means that choosing the methods of phonic and complete words cannot be carried out separately (Field, 2005). Therefore, another model for introducing reading-writing was made based on the concept of language acquisition and using the language based on its function. This is the "Literacy-Acquisition Reading-Writing" (*Baca-Tulis Akuisisi-Literasi*, BTAL) Model.

The whole research used the *research and development* approach. In the **third year**, this research made use of two methods, i.e. one method for testing the product and another method for dissemination. The stage of product test used the quasi experiment design *(pretest-postest with control group design)*. Data collection was done by asking the teachers to fill in observation sheets concerning with the aspects of children written language. This way was used because the subjects of this model were young children who could not do the written test. The observation method by filling in the observation sheet was carried out both before and after the treatment. The scores

---
[1] Lecturers at Yogyakarta State University

of pretest and posttest were taken from the teachers' observation to the children. The test was carried out to two sample groups, i.e. the experiment group and the control group. The result of the pretest was also used for sample homogeneity test to determine the samples for this study.

This **third year** research was also aimed at spreading out the result of product reliability test through dissemination. The dissemination was carried out in the form of workshop for the teachers in Yogyakarta Special Province (DIY), after the model (in the form of guide book for introducing written language to children in Playgroups and Kindergartens) had been mass-produced for public.

Subjects of this research were the children and teachers in early-childhood education in DIY. The subjects were determined using the *purposive sampling* method for teachers who had passed the test of readiness and the Playgroups or Kindergartens that had multi-classes and children (students) who passed the homogeneity test (for the experiment group and control group). The subjects for product test were 24 classes, consisting of 12 classes experiment group and 12 classes control group, with the total of 320 children. Participants for the dissemination were the teachers, school principals, and organizations of IGTKI and Himpaudi, with the total of 97 participants. The participants for dissemination were selected based on their interest and need for information concerning with introducing written language for young children (preschoolers).

The result of product test shows that BTAL is better in some scores in various components of reading and writing. Compared to Traditional Model, BTAL is better in almost all components of reading and writing for all levels of age, except for the BTR component for children of 5-6 years. Compared to *Cantol Raudhoh* (CR) Model, BTAL is better in the components of BTP, reading interest, writing interest, symbol sensitivity, and writing foundation, for children with the ages of 3-4, 4-5, and 5-6 years. The CR Model is better in the components of BTR and reading foundation for children with the

ages of 3-4, 4-5, and 5-6 years. Compared to the Phonic Model, BTAL is better in almost all components of reading and writing for children with the ages of 3-4, 4-5, and 5-6 years, except for the BTR component for children of 3-4 years. Compared to the CCBM Model, BTAL is better in all components for all levels of age. The lower scores of BTAL in BTR and reading foundation components from CR Model do not indicate the weaknesses of BTAL; instead, it shows BTAL characteristics as a model that develops all components of reading and writing comprehensively and in good balance. After the dissemination, BTAL Model is accepted as a highly qualified, effective, and easily applied model. BTAL is quite easy to understand. The teachers are ready to implement the various characteristics of this model, such as facility readiness, application through informal playing, and readiness in real exposure and evaluation. Nevertheless, the fact shows that the teachers still face some difficulties in implementing the model due to the lack of supporting factors of knowledge, service, and curriculum policy.