

READING AND WRITING INSIGHTS FOR CHILDREN

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ABSTRACT

Reading and writing are emphasized on the reform of intelligence education in children's lives, the development of autonomous thinking, creativity, innovative thinking. The purpose of the discussion of this work emphasizes achievement how the development of reading and writing is, how the materials are involved, the time, preparation, learning strategies, media, and their relevance for reading and writing purposes.

INTRODUCTION

In the era of reform in all fields today, several groups have expressed insights about the need for reform in the education sector. The underlying premise is because education is a strategic factor for efforts to improve Indonesia's human resources, both in terms of quality development and efforts to accommodate one of the goals of independence, namely the intelligence of life, and freeing the nation's citizens from being left behind and ignorant. This reform era is a momentum to fill this gap. For three decades, education in Indonesia has been disorganized by policies that do not allow the birth of a system that refers to the intended national intelligence goals.

One of the fundamental substances in this effort is the need for reform in basic education, the reason put forward is that the learning process in basic education is still dominated by educators. Such teaching and learning patterns have been institutionalized for so long, that it makes it difficult to develop the autonomy of thinking of students. As a result, the creativity and innovative mindset of students do not develop (Soleh Solahuddin, 1998). Even the consequences of this artificial education model, for the case of Indonesia, can be seen in the films produced here. Offers something paradoxical to earth reality. The Indonesian film shows a picture of the lives of artists who live in luxury without work. Likewise in the world of advertising, it is so easy for people to make tens of millions, just by guessing a few light questions. This is clearly not educational. In the world of education there is a flow of constructivism, a theory that departs from the premise that knowledge is formed by individuals, while keywords for meaningful lessons are obtained from experience. This is in line with the concept of Chinese education, namely "I Hear I Forget, I See I Remember, and I do I Understand" (Hobart and Jill, 8: 1994). Learning that emphasizes the lecture, but gives students the opportunity to be ducks. The end is that schools are filled with students who do not have creativity and initiative (Vide: Freire, 50: 1985, compare Soleh Solahuddin, 1998).

In connection with the two learning streams mentioned above, it is very important to look at the other side of the next integrated learning foundation, which is commonly referred to as DAP (Developmentally Appropriate Practice), one of which is the need for an adjustment between the teaching material and the development of the individual's age. Both in terms of cognition, emotion, and talents and interests of students. Education, among other things, functions to develop these abilities, and does not merely present a collection of knowledge which is rote material. Schools should be able to create a new environment, full of wealth that is human in nature, but also contains a side full of challenges to be able to meet the needs of each individual, according to their level and differences in ability. (Conny Semiawan, Munandar, and Tangyong, 1993: 1).

Based on the foregoing, this work refers to the Mathews book. BJ Learning Though an Integrated Curriculum. Approaches and Guidelines. Victoria: Ministry of Education, 1986.

PROBLEMS AND RELATIONSHIPS

The problems discussed in this paper include (a) how the development of children's reading and writing (b) how the processes involved in reading time (c) the role of literature (d) the writing process (e) writing preparation. This paper will end with (f) closing and linking.

DISCUSSION

Reading and writing

History gives us insight that drawing precedes writing in the human experience. Our ancestors recorded information in the form of images, as images became more abstract, they developed into pictorial symbols. In contrast to the current state of affairs, alphabet symbols evolved from pictorial symbols. Children also range from picture magazines to pictorial scripts. According to development, children move from scribble writing to pictorial symbols (around 4 or 5 years of age). Early scribbling of a chicks, at about 18 months / 2 years of age, develops into a more controlled scribble, at the age of about 2 or 3 years. At the age of about 3 or 4 years this scribble writing has developed into forms which later become more complex shapes / models (around 4 or 5 years). Children at this age show their ideas and thoughts in the form of pictures.

Young children draw what they think and will speak scribble words and their drawings when they use spoken language to express meanings, they also use graphical forms and written forms. So, if children learn language from their own language, more or less they find reading meaningful. In connection with this sequence, Mathews quotes:

“The experiential learning approach to reading appropriately emphasizes the factor that relevant reading material for beginners should reflect the children's own thinking and understanding. The child's language recordings provide them with relevant reading material, but if we believe that the child should be actively involved in their own learning process, helping them to record their own ideas in writing will engage them in a more active learning process, providing them with reading material. relevant and establish a functional reason for reading "(Kane, 1982: 292)

The link between reading and writing

There are strong reasons for applying the link between writing and reading, especially for early readers and writing. These reasons provide a very strong impetus for the provision of interconnected activities in primary schools. Precisely in this position, then in the reasons put forward by Wilson, as quoted in Mathews, that reading and writing should not be separated in the curriculum. Learning spoken language is a risk-taking hypothesis process. The work of communicating with readers and writers demands the same thing. Hypothesis testing should be encouraged in both writing as well as reading. In short, reading and writing must be integrated because of the dependence between the two. (Wilson, 1981: 901).

In the integrated curriculum, spoken language, reading and writing are integral parts of all areas of the curriculum and children's learning experiences, language, reading and writing should not be isolated as a separate entity, or treated as a simple practical skill , but should be combined as a meaningful part. from the child's learning experience. In terms of attitudes and views towards reading, one study recommends that children's views on reading have a determining effect on children's success in learning to read and in improving children's learning achievement.

Children have a more positive view of reading if they can choose their own reading material, and if they are grouped according to interests / hobbies rather than demanding abilities. Active parental involvement, including assistance in selecting reading material and in reading-related activities, is strongly associated with positive attitudes towards reading.

Process Involved In Reading

When children are learning language, they observe language rules and test, modify hypotheses until new language rules are obtained. Children use and develop this process in reasonable language situations in an effort to communicate.

Reading is also an active, fruitful process, readers copy writing, depending on the advantages of language and on limited linguistic knowledge. The reader predicts the structure of the language, tests it in the semantic context of the situation and the conversation around it, and confirms whether or not the language is further processed. (Goodman, 1967).

We tend to use the following in reading, namely:

1. Imitating Discourse (reading)
2. Guess the meaning of discourse using the three guidance systems

3. Checks our predictions (graphonic, semantic, syntax) in progress.
4. Accept (or Reject)

It is important to read about considerations in reading and studying:

1. Reading is building a sense of meaning.
2. Reading is a language activity
3. Experience is the basis of learning to read
4. Reading is a high stage, a positive activity
5. Reading is an active process.

Readers use 3 supplies of information:

- a) Information relating to the meaning of the word.
- b) Information about sentence science (syntax)
- c) Grapho-phonetic information
- d) To read these 3 supplies of information into three system operating instructions.
- e) Redundation is operated throughout and within 3 language instruction systems.
- f) The amount of ability about phonic demanded by readers is very small.
- g) Phonic teaching is not teaching reading. (Lathan and Sloan, 1979)

In an effort to help students make and check predictions as they read, there are a number of teaching strategies that can be used:

- The teacher can read the first paragraph of a story and ask the children to predict the ending. These predictions can be discussed at any time. The teacher continues reading, and then accepts the prediction or not.

- The teacher may be able to omit a word when reading it out in class and have the child guess the word. Discuss the reasons for their choices.

- Teachers may use close procedures. Namely eliminating certain words in a reading material discourse. Then the children were asked to use the syntactic or graphical semantic instructions:

- a) Semantic Guidelines - by eliminating content words, such as nouns.
- b) Syntax Guide - by removing structure words like articles.
- c) Graphic Hints - by inserting hint letters to help the child fill in the blanks: Cloze activities can be done in sentences, paragraphs and discourses.

Good readers, think about what they are reading. They predict what will happen next to the story. They make reasonable guesses about something that is not clear in the text and explain it when more information becomes available in the text. This is far from being a bad reader. They approach paragraphs as if they consist of some strange, unrelated details strung together carelessly. Reading proficiently is only done by children so that they can guess sentences and paragraphs, but they also need to develop a knowledge of the organization used in the different texts. Readers remember the key elements of a story better than the insignificant elements. Through hearing and reading stories, people build expectations about how the story is organized. This is known as a story scheme or story outline.

The 5 main elements of the story that are built in general are:

- 1) Character description - story characters with their different characteristics.
- 2) Storyline - often the order of the story line is almost the same, different in terms of certain characters and events.
- 3) Special series of events involving a character.
- 4) Other information - this involves an explanation or description, even if it does not convey the action of the story.
- 5) The themes or messages lead to the problems faced by the characters in the story. (Hittleman, 1978).

Even young children can be introduced to elements of a story, whether spoken or written. The teacher can ask questions that help students understand a particular story, as well as help them develop a conceptual framework for understanding the story in general. The teacher should also ask questions to help students relate the story, to their own experiences, as well as to relate to other situations and problems. Children's knowledge and experiences become broad and children learn to explore the human condition through the eyes of others.

Purpose of Reading

When children develop reading skills by mastering a variety of different reading materials, the child's goals for reading determine how the material is read. Children need help from teachers in learning to read for different purposes, these goals may include:

- To get information
- To search for a specific topic
- To understand the author's point of view or message
- To explain a concept or idea
- To explore a character
- To enjoy literature
- Reading is an enjoyable leisure activity

a. Reading for fun

Children should be given the opportunity to read books for fun in class and not just a few pages from the reading chart. Many schools use an SSR (silent reading, continuous reading) procedure where a special time is given each day as long as the teacher and student both read the material of their own choice.

One common factor that emerges from adults in adult literature classes is that they do not learn from reading which may be a fun activity. (Bullock Report, 1975) .

b. Development of Critical Reading

Young children can help evaluate reading material in terms of whether it is enjoyable, surprising or interesting. However older people will be able to make more advanced critical judgments. This includes an assessment of:

- Test-proof material and true material.
- Accuracy and reasonableness.
- Bias relating to the material being read.
- Bias in the reading material itself (especially in advertising material).

c. Reading Material

The reading materials used by children should be those that relate to their needs and interests, and in accordance with the child's language. Next, include the child's personal writing and are suitable for children's conceptual knowledge. And no less important is the relationship with curriculum programs and activities.

d. The Role of Literature in Learning

"Literature brings children into a meeting with language in a very complex and varied form. Through this complexity are presented the thoughts, experiences, and feelings of people who are outside and far from the reader's awareness. This process brings them into the circle of consciousness where the greatest value of literature lies. " (The Bullock Report, 1975)

Donaldson (1978) suggested that when children hear a story, they ask about the content of the story, the motives of one character and the arrangement of the story line. They seldom ask questions about the language and meaning of words, even when the words are unfamiliar.

The child should be exposed to one type of literary form including story, poetry and drama. Their literary experience should not be deterred only from what they can read for themselves. "The teacher must offer these children a literary program which is rich in matters relating to the ear including the teacher's reading. Broadcasting, visiting storytellers and others. Listening to literature is as important as reading silently.

Huck (1982) argues that literature humanizes children since literature communicates feelings.

- a. Literature can evoke compassion by enlightening and thinking.
- b. Literature can help children have new ideas, develop insights they have never had before.
- c. Literature can create imagination, create new experiences and enrich old experiences.
- d. Literature can develop a sense of what is just truth and beauty" (Huck, 1982 P.317).

The capacity of children to understand literature shows many variations, especially at different ages of children. When children are asked questions that require them to make conclusions, young children often do not see any connection with the question, nor are they able to absorb the small parts that are related. A study conducted by Bunbury (1990) examined children's knowledge in making conclusions about a story, in particular making conclusions about character, cause and effect and story sequences. By 7 years of age, children often have difficulty coping with the stages of thinking required to make conclusions. However, Bunbury's research shows that even seven-year-olds have the ability to think to make conclusions when teachers ask probing questions.

Children in the pre-operational and concrete operational thinking stages often do not understand the intricacies of irony, analogy and allegory. They may also not be able to perceive conflict between elements or aspects of a person's character in the story while the child may have limited knowledge of aspects of literature, they should not deny themselves the opportunity to develop this skill by limiting question types to literal ones, and they should not be limited to literal ones. simple story.

e. Writing Process

Writing is a multilevel process, rather than a single event. Writing consists of several stages including pre-writing, drafting and revising (revising).

Walshe (1981) points to the fact that the writing process has undergone important changes in recent years. Traditionally, writing has been considered a one-shot action, in which the teacher determines a topic, the children write the topic and the teacher assesses the answer.

During the 70s, writing was considered a "process" that included pre-writing, drafting and rewriting an essay. The child was not involved in the topic selection, even though this approach was a huge improvement over the traditional approach.

Based on the assessment in the writing process, a number of important processes were identified. All writers, both children and adults, go through this stage according to the viewpoint of the writing process, attention is also drawn from the reader and guide. The pre-writing, writing and post-writing stages are divided as follows:

Before writing any experiences or problems to be written about

Write a script that may include corrections

After writing the product & publishing the appropriate format

Before writing the exercise repetitive discussion

Correction and inspection - repair and rewrite

Reader's response response to writer.

The author's attitude was reflected throughout the incident.

Teachers need to discuss these factors with children as they write. It does not imply that the child should be forced into a fixed sequence. It is recommended that children be given time and opportunity to explore the writing process with its possibilities.

f. Preparation for Writing

In preparation for writing (the stage before writing), children's knowledge of feelings, thoughts, and experiences about the world around them can all be part of the child's written communication. Children learn to write through writing. They acquire knowledge about writing from their own experience with writing, and not from teacher teaching.

Their first writing was a "recorded utterance". It should be written when the child says it, in grammar structure and sentences as they are dictated. When the child reads more (books, signs, tables, etc.). They become more familiar with rigid written expressions and gradually these become part of the child's writing.

This includes the language of the story, the structure of the language used in the story and other written language, various forms including statements, questions and types of punctuation. When children understand the use of these forms and rules, their writing becomes more mature, and no longer becomes "recorded talk."

g. Beginning of Writing and Reading

The question that often arises is, what does writing earlier have to do with reading earlier? A creative writing program appears to be a necessary complement to a reading program that emphasizes sentences and meanings. Children who are involved in creative writing play the unity of written language - letters, words, types of sentences and it seems that the child gains some knowledge about how the unity of written language can be combined to convey a written message". (Clay, 1975: 2).

The importance of the relationship between reading earlier and writing earlier has long been discussed before it is shared by readers. Through writing exercises, children gain more knowledge about the state of the written language that helps children master reading skills.

When children develop reading skills, it is likely that their capacity to read will be greater than their capacity to write. Children's writing can be used as a source of reading material.

h. The Role of the Teacher

When children first start school, their writing efforts may consist of scribble, line shapes and letters. Often this writing is accompanied by a picture. Children are often able to interpret their writing.

i. Choose a Topic

Some teachers choose to ignore topics, so that children can freely choose their own topics. Other teachers prefer to add examples as a means of helping children to choose their own topics. Also on instances where the teacher's choice of writing topics may be useful in challenging children. Even so, the teacher should not feel that the given writing topic is decisive.

j. Involvement in Writing

Children are willing to write when there is an interesting or amazing event. These events can come from experiences at home, from events that happened with the teacher at school, or from specific experiences with each child.

It is the teacher's responsibility to ensure that there is a classroom environment that is challenging and stimulating, which will encourage children to read and explore ideas through writing. The participation of children in writing can be increased. If children's writing is available for other children to read it. Children or making class books that contain a collection of children's writings.

k. Writing through the Curriculum

Writing is an integral part of all curriculum activities when it comes to reading and spelling. Children's writing should not consist of so-called writing lessons or "creative" writing lessons but should consist of essential elements throughout the curriculum.

Writing can be linked to the broad topics or issues mentioned. Children's writing may be a response to narrative or other literary forms. Children's writing is the result of children's experiences, or maybe experiences of fiction and imagination.

Furthermore, writing should not be limited to writing prose and poetry in literature - the field of art. In a more scientific field, and having these interpretations written in pictures as children develop and have more experience with written language (both through reading and writing), they will begin to write "stories" that can be read by teachers and others.

In the classroom, there may be wide variations in children's knowledge of written language, Clay (1975: 11) describes complex ideas about the words being learned:

- Understand language, the words speak.
- Form letters
- Building common word bonds, the child can arrange letters.
- Use these words to write messages
- Increase the number and range of sentences used

Some children learn this complexity with very little help. Even though other children find the task more difficult, through observing the child's abilities, the teacher needs to offer help for children who have certain difficulties. However, it should be remembered that comments and suggestions must be made with care and

sensitivity. The practice of writing comments and criticisms on children's early writing efforts seems to be a benchmark for the development of successful writing. In addition, the practice of laying out lines through the wrong spelling of a child's writing is likely to produce the opposite effect as intended, as the child will respond by only writing words they know they can spell. This has the real effect of hindering the originality and creativity of their writings. Presumably, it has been suggested that teachers record spellings of student findings and use them as a source of information for spelling strategies for children. A child's spelling mistakes, or problems with writing conventions and punctuation, can then form the basis of teaching a particular child or group of children appropriately.

Write topics based on children's experiences. Graves says that nothing influences children's views on writing more than topic selection. If the child has chosen a topic and if the teacher shows genuine interest in the topic, then there will be no limit to the work of the young children given this power, immediately become confident in choosing the topic not too quick to act but responsible enough, will it give deep consideration.

Symbols and images are used frequently. In order for meaning to be accepted, spoken and written language is important. The child may use different forms of writing for several purposes:

- To describe an event and an experiment
- To communicate findings and views
- To report
- To write instructions
- To communicate something
- To ask questions, and make summaries
- Interpret events, and solve problems.

Writing helps children's thinking, helps them explain ideas, and builds memory. In the end writing is one of the best thinking "tools", taking notes, selecting and arranging them, which then provides them clearly for the reader. Writing opens up opportunities for clear and good understanding (Walshe, 1981) In their attempt to spell, the child is faced with the problem of representing nearly 40 phonemes with only 26 letters. Read (1975) found that the most common strategy used was to connect sounds on several grounds, using a known symbol for more than one sound. It is known that children attribute sounds on a phonetically accurate basis but consistently choose some phonetic properties over others, as a basis for grouping. It is known that the institutionalization of vowels is a problem for children, when symbolizing the long vowels. Early childhood can quickly pronounce syllables that start with vowels. (Sabarti: College dictates, 1998). Research on early spelling proficiency in children shows that: (i) there are consonant patterns in the constant vowels which are denoted by young children. (ii) The initial spelling of the child is based on the sound structure of the language.

There are several concepts kids need to master in order to spell. Children need to know that written language is an spoken language that has symbols. They are expected to be able to distinguish writing from images, the special features of the writing system, for example writing from left to right across the page, and from top to bottom of the page. The child also needs to distinguish between words and spaces. Spacing between words, letters and numbers.

Spelling in the Integration Curriculum

Like writing and reading, spelling should not be separated from other areas of the curriculum. In most cases, children will be able to spell words as part of their writing needs. They should be encouraged to "try" and use the resources available in the classroom. When a child has spelled a word wrong, the child has to show it the correct way and a child who wants to know how to spell a word should be notified. There are times when a group of children is having difficulty with certain spelling patterns. The teacher needs to work closely with the children to help them spell the word groups correctly.

CONCLUSION

In closing it can be stated that the acquisition of language for early childhood usually takes place naturally and without realizing it, and without monitoring. The process is more of a trial and error. If a fairy tale is read, he will usually imitate, even if it is inappropriate, early childhood learning through mistakes. In children aged 12 years, namely the operational stage according to the Piaget section, understanding of a reading can be achieved through analysis activities, namely breaking down into smaller elements according to certain aspects

(discussion, format, content, shop, etc.). Analytical activities are often followed by synthesis activities, by bringing together and linking them, then drawing conclusions based on part or all of the reading.

The ability to understand in the context of acquiring language is not just the ability to re-express information or ideas that are expressed in reading. Students are given the opportunity to be able to provide meaning, or to interpret the content of the reading. Through the learning process that is carried out, students can practice their analytical skills (parsing the elements of reading), the ability to synthesize, namely connecting and concluding ideas, and the ability to evaluate, which is to provide responses or evaluation of the content of the reading. However, this ability can be used for students in grades IV, V, and VI, whose psychological development is at a congenital operational level. This means that the advanced stage from an early age.

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