

The Effectiveness of Steinberg Early Reading Programme on the Ability of Reading at Primary School in Primary School

Tatat Hartati¹ and Nuri Annisa²

¹Universitas Pendidikan Indonesia, Jln. Dr. Setiabudhi No.229 Bandung Indonesia

²Universitas Langlangbuana, Bandung, Indonesia

tatat@upi.edu, nuriannisaupi@gmail.com

Keywords: Effectiveness of Steinberg Early Reading Program, Ability of Reading, Elementary School.

Abstract: The Effectiveness of Steinberg Early Reading Program on the Ability of Reading at Elementary School. This is an experimental research to implement Steinberg's Early Reading Program at Elementary School. The main objective of this research is to study the effectiveness of Steinberg's Early Reading Program on children's ability to read at elementary school. This reading program, called, "A Four Phase Teaching Program" consist of: word familiarization, word identification, phrase and sentence identification, texts interpretation. The result of experimental research shows a significant difference in the achievement of word and sentence reading test on experimental group (mean 47.00) and control group (mean 6.03). The ability of the Children to read words (mean 28.30) and sentences (mean 8.23). Learning and testing materials consist of 30 words of family words, nouns, verbs, and adjectives. The number of 10 consists of simple and complex sentences consisting of declarative, interrogative, imperative and exclamation sentences.

1 INTRODUCTION

Reading has a very important social role in human life. The first is that reading is a necessary means of communication in a cultured society. Second, the reading produced in every age in history is largely influenced by the social background in which the language develops. Third is that as far as history is recorded, reading has resulted in two distinct groups, groups that unite different social groups by generating attitudes, ideas, interests and aspirations of society, while others reinforce differences by stimulating And reinforce the differences of opinion with a negative (damaging) difference. Therefore, educational experts should determine ways to read can best promote personal welfare and group progress, especially for students who rank the progress of the nation and state (Tarigan, 1987). The main purpose of reading is to get the true meaning (Kamarudin and Hajar, 1996). While reading, the main task of the reader is to regain meaning (Smith, 1990; Sougate, 1972; Zaini, 1993).

Based on the above description of the theory of reading, reading research and general psycholinguistics, Steinberg (1990) put forward five

basic principles of teaching reading to children. The principle is:

- Reading should involve meaningful words, phrases, and sentences.
- Reading should depend on the understanding of speech and not on the outcome of speech.
- Reading does not have to depend on teaching a new language or concept.
- Reading does not have to depend on writing teaching.
- Learning to read should be fun.

Knowing the purpose of reading for teachers and parents is very important because the introduction of various goals in teaching reading will encourage teachers to act as facilitators. Acceptance and acknowledgment of goal-oriented approaches in teaching reading indicate a greater responsibility in education. This means that everything that is done can be accountable to all parties, namely parents, educators and students.

The expressive purpose is contained in these activities:

- Read follow your own volition (self directed reading).
- Interpretive reading (interpretative reading) is to find meaning, assess and interpret.

- Reading creative (creative reading)
It has been said that reading is a complex skill that involves a variety of abilities. Broadly speaking there are two important aspects in reading, namely:
 - Mechanical, mechanical skills that can be considered to be in the lower order. These aspects include: (A). Letter form recognition. (B). The introduction of linguistic elements (phonemes, words, phrases, clauses, and verses), (C). The introduction of spelling and sound relationships and (D). Slow reading speed.
 - Understanding skills (comprehension skills) that can be considered to be on the order of higher (higher order). These aspects include: (A). Understand the simple sense (lexical, grammatical, and rhetorical). (B). Understand signification or meaning. (C). Evaluation or assessment and (D). Flexible reading speed.

To achieve the goals contained in mechanical skills (mechanical skills) is the most appropriate activity is reading loud / read sound, while for the skills of understanding (comprehension skills) then the most appropriate is to read (Tarigan, 1987).

According Kamarudin and Hajar (1996), the aspects related to reading are (1). Speed level, (2). Eye movement, (3). Know the exact structure of the sentence, (4) Strong read, (5) Read actively, (6). Pointing, (7) Motivation, (8). Impulse, (9). Physical state, (10). Understanding and (11). Exercise understanding

Books clean, sharing when books are shared).

Next Hartati and Cuhariah (2010), describes examples of introductory readings as follows:

- Alphabet Method
- Spell Method (Spelling Method)
- Word Method (Syllabic Method)
- Word Method (Whole Word Method)
- Sentence Method (Syntaxis Method)
- Method of SAS (Structural Analytic Syntactic Method)

1.1 Alphabet Method

Learning to read the beginning with this method begins by introducing letters alphabetically. The letters are memorized and pronounced children according to the alphabetical sound. For some cases, it is difficult to distinguish letters b, d, p, q or n, u, m, w. For that teacher to trace the letters repeatedly or by giving a different color.

After that stage students are invited to recognize the syllables by coupling some familiar letters.

Example: b and a are read ba

c and a read ca

So the two syllables are read to "read" (has meaning for the child)

The next process is to introduce a simple sentence.

Example: ani read the book

The learning process of letters, syllables, words, and sentences is pursued following the principle of a spiral approach (from easy to difficult), communicative (language used daily by the child), contextual (in accordance with the immediate environment of the child), and constructivism (Child language experience)

1.2 Spell Method / Spelling Method

This method is similar to the Alphabetical method. The difference lies in the system of alphabetical or letter pronunciation (read: some consonant letters).

Example: Letter b is pronounced / eb /: pronounced with e pepet, as the pronunciation of the word 'true'

Letter d is pronounced / ed /

Letter g is pronounced / eg /

The letter p is pronounced / ep /

The next step is like the alphabetic method.

1.3 The Syllabic Method

This method begins with the introduction of syllables such as *ca, ci, cu, ce, co, da, du, de, do ka, ki, ku, ke, ko*, and so on. The syllables, then coupled into meaningful words.

Example:

Cu - ci da - da ka - ki - ki

Cu - cu du - in my ka

This activity can be continued with the process of sequencing the word into simple sentences.

An example of a sequence of words into the sentence, as shown in the example below:

Ka - ki ku - da

Ba - ca bu - ku

Cu - ci ka - ki

1.4 Word Method (Whole Word Method)

This method begins with meaningful, functional, and contextual words recognition. It should be introduced to a word consisting of two syllables first. Then introduce the syllable by reading the word slowly, and giving pauses to each syllable. This can be combined with a clapping motion on each syllable. The goal is

to stimulate the child's motor as well as to train children to know the syllables. Example: books, glasses

(Teachers do not teach the syllables and words).

1.5 Sentence Method (Syntax Method)

This method begins with the presentation of several sentences globally. The sentences are preceded by teacher's story or question and answer done between teacher and student. The presentation of this method can be assisted by a single image.

1.6 Methods SAS (Structural, Analytic, Syntactic Method)

Learning of this method begins by displaying a whole sentence. At first the child was treated to a structure that gave a complete meaning. It is intended to build meaningful concepts for their self. It would be better if the sentence structure sentences presented as learning materials are sentences extracted from the students' language experience. To that end, in the introduction of the meeting, the teacher conducted several activities to explore the students' language experience. For example by frequently asked questions, telling stories, and showing pictures.

Then through the analytic process, the children are invited to get to know the concept of the word. The whole sentence is broken down into words, syllables, and letters. In the next stage, the synthesis stage is done by reuniting the letters into syllables, words, and sentences.

Example:

ini mama agus
ini mama agus
i - ni ma - ma a - gus
i n i m a m a a g u s
i - ni ma - ma a-gus
ini mama agus
ini mama agus

1.7 Method 4 Stage Steinberg (Four Steps Steinberg Method)

According to Steinberg (1990) there are four stages (steps) in early learning reading, namely:

Stage 1. Know the word and its meaning.

Example: reading a word with a picture

Stage 2. Understanding the word they read (reading the word without picture)

Example: ball

Stage 3. Read phrases or sentences

Example: *ini bola*

itu bola

ini bola budi

Stage 4. Read the text / discourse

Example: *bola*

ini bola budi

bola budi warna merah

budi senang main bola

2 METHOD

This study used a quasi-experimental approach with the form of the control group design (the equivalent control group design), (Reaves, 1992). The researcher has provided a group of experiments and a control group consisting of subjects that have been combined before the study begins in class (group) form. Selection of classes (groups) is selected based on students' ability to read. This design is appropriate to examine educational issues because the subject is in actual learning condition. The research design is as follows:

Experiment Group O X O

O-O Control Group

Hint: O = Pretest and Posttest X = Treatment

3 RESULTS AND DISCUSSION

The analysis made on the data of the results of the initial and final examinations plus the observations data to the experimental group indicates that the initial reading program based on Steinberg gave a positive impression as an initial grade school teaching program. The effectiveness of the program is corroborated by the decision of the t-test. The t-test shows the effectiveness of the initial reading program based on Steinberg significantly, i.e. "t" count (11.47) greater than the "t" table (2.66), at a confidence level of 0.99. Similarly, in terms of the ability to read aloud it is known that Steinberg's initial reading program is effectively convincing from the min score of value increase for the experimental group of 29.77 and for the control group of 5.90. The "t" test for the loud reading aspect also confirmed significant differences between the experimental groups and the control group. To see the effectiveness of the program can be observed in the following table 1:

Table 1: Effectiveness of Steinberg program.

	Experiment Group	Control Group
Pretest	44,06	45,67
Posttest	91,06	51,7
Increase in score	47	6,03

The data from the table shows the average earning scores on the experimental group and the control group are not much different. Min value of preliminary examination test of comparison group 45,67 while experiment group average value is 44.06. This shows that the initial reading ability of research subjects is almost the same. Three months after the experiment, the experimental group showed a high increase of 47.00, while the comparison group also increased by 6.03. This data is based on the final exam results that show the average acquisition value for the experimental group 91.06 while the control group obtained 51.70. These values, is a combination of test scores of reading of words and sentences and tests read loud and sentence through recording techniques.

More data for each aspect of research can be seen in the table 2 and 3 below:

Table 2: Comparison of average score of pretest.

Group	Reading for Understanding		Reading aloud		Total
	Word	Sent.	Word	Sent.	
	Ex	17.23	3.60	16.90	
Con	18.133	3.80	16.233	7.50	45.67

Table 3: Comparison of average score of posttest.

Group	Reading for Understanding		Reading aloud		Total
	Word	Sent.	Word	Sent.	
	Ex	28.70	9.36	28.30	
Con	18.23	3.83	19.27	10.37	51.70

To clarify the acquisition of the grades of the students on the initial and final examinations, the following sets out the values obtained from the experimental and control groups. Similarly, they increase in the value of both groups.

From the above description then the four formulas of research problems that have been put forward can be answered succinctly as follows:

- The initial reading program based on Steinberg gave a positive impression on the early reading mastery of primary school children, especially children who have just attended primary school.
- Based on posttest (final exams) in the experimental group of primary school children can successfully read 28.30 words and 8.23 sentences.
- The types of words that children can read in early reading learning are:
 - Kinship words: mother, father, brother and sister.
 - Nouns, such as animals: chickens, cats, fish. Goods: milk, rice, dolls.
 - The word deed / verb: sleep, read, eat.
 - Adjectives: nice, happy, and sad.

The types of sentences that can be read by primary school students, especially the starting class, are as follows:

- Statement: *ini mama nani, ini baju baru nana*
- Question: *nenek mana, kakek pergi ke mana*
- Command: *ayo nyanyi, ayo adik minum susu*
- Exclamation: *aduh sakit kaki, wah bagus rumah bibi*

The above sentences consist of the most basic sentences and complex sentences (especially for primary school children), and most children have been able to read them.

- From pretest observations, experimental periods until posttest, it is found some of the difficulties experienced by primary school children in early reading learning as follows:
 - Phoneme addition:
 - The addition at the beginning of the word, as the word *ayam* is read *hayam*
 - The addition at the end of the word, as *papa* becomes *papah*, *mama* becomes *mamah*, this becomes *sad*, and it becomes *ituh*.
 - Phoneme reduction:
 - Initial reduction, such as: *cat* read *ucing*
 - Reduction at the end, such as: *younger brother* read *ade* or *adi*
 - Replacing the consonant: Example: the *bird* becomes *bulung*, *angry* into *even*, *sleep* becomes *iduy*.
 - Monoftongization (removal of diphthongs): Example: Diftong *au*, as in buffalo word read *kerbo* or *kebo*. Diftong *ai*, as in the word *water* is read *a-ir* or *a-er*.

- Digraf:
Like the phoneme ng in happy words, read *senan* or *senag*. The phoneme ny in the word smile, read *sen-yum*.
- Changing word:
Like: it became this

Data from the final examination shows that primary school children aged 6-7 years and enter primary school can read an average of 28.30 words consisting of hyphens, nouns, verbs and adjectives. The type of sentence that can be read consists of the most basic sentences that are patterned subject-predicate up to a rather complex sentence for children, such as subject-subject-subject patterns. The types of sentences that can be read consist of statements, commands, and exclamation sentences. In this study the average children can read 8.23 sentences from the total number of 10 sentences.

Based on statistical tests (t-test) it can be argued that by early reading based on Steinberg given to newly enrolled children aged 6-7 years can have a positive effect so that this program can be used to teach and improve early reading skills. Similarly, statistical tests of the ability to read loud words and sentences based on differences in both groups' values, experimental and control groups, have proven the effectiveness of early reading based on Steinberg.

Compared with the control group who had a better average pretest scores score (45.67), the experimental group having a lower initial exam scoring average (44.06) has shown a marked increase in the final exam score of 47 points. This is much different from the control group which only reached 6.03 points increase. It shows structured programs based on cognitive psycholinguistics theory, as Steinberg's early reading program is far more memorable than an unclear reading program without any particular theory and teaching principles.

Viewed from the achievement of other aspects of research that is the achievement of reading comprehension test and loud reading test, the experimental group has shown a high increase average, that is 17.23 points for the increase of reading comprehension test of 29,77 for the increase of loud reading value. While the average increase in value in the control group is as follows: to increase the reading comprehension test of 0.127, and the increase of the loud reading value is 5,907 points.

Thus the initial reading program based on Steinberg that has been piloted to 30 newly enrolled children aged between 6-7 years, has shown positive signs as an effective early reading program.

4 CONCLUSIONS

The effectiveness of a teaching program gives meaning that the program guides and improves students' behavior from incompetence or little progress into master reading skills in accordance with the program objectives. Quantitatively and qualitatively, the initial reading program based on Steinberg has a positive influence according to its purpose. The researchers, however, are aware of some of the limitations of this study, particularly in terms of research samples, short study time and limited research instruments. Given the importance of research results and this program is still considered new in the world of learning to read early in Indonesia, then further research is more profound and comprehensive.

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