

# Sociocognitif Model to Improve the Early Reading of Elementary School Students

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Keywords: *Sociocognitive model, elementary school, early reading*

Abstract : *This research is an experimental study that tries to apply the Cognitive Social Model in early reading of elementary school student. The main purpose of this study was to examine the effectiveness of applying Albert Bandura's Sociocognitive Model to the mastery of early reading in elementary school. The Sociocognitive Model is also called the Social Learning Theory or Observational Learning Theory. The basic principle of the Cognitive Social Model is about what individuals learn, especially in social and moral learning occurs through imitation and the presentation of examples of behavior (modeling). In this study, students performed the imitation process and were given examples of behavior in words, phrases, sentences and discourses. The results showed that there was a significant difference in the increase of the mean value between the experimental group values (47.00) and the control group (6.03). The average of student ability to read words is 28.30 and the average of reading sentence is 8.23. Learning materials and exam materials consist of 30 words, containing family words, objects, verbal and characteristics. The number of sentences tested are ten pieces consisting of simple sentences and rather complex sentences, containing statement sentences, questions, commands and exclamation sentence.*

## 1 INTRODUCTION

Reading has a very important social role in human life. First, reading is an indispensable communication tool in a cultured society. Second, the reading produced in every era in history is largely influenced by the social background of the developing language. The third is that as far as recorded history, reading has produced two different groups, namely groups that unite different social groups by growing the attitudes, ideas, interests and aspirations of the people, while the other groups sharpen differences by stimulating and strengthen the differences of opinion with negative (destructive) differences. Therefore education experts must determine ways to readily promote personal well-being and group progress especially for students who rank the progress of the nation and state (Tarigan, 1987).

Reading according to the understanding of psycholinguistics involves many cognitive factors, for example a written symbol, vision, short-term memory, language and grammar, meaning, knowledge of the world or environment. The definition of reading according to this understanding

is a psycholinguistic process that applies when a reader reshapes in the mind the meaning to be conveyed by an author through written symbols read by the reader (Smith, 1971; Tarigan, 1987; Steinberg, 1990; Tampubolon, 1987, 1993; Kamarudin, 1996).

Some other psycholytic experts have also tried to explain the close relationship between information that comes from text and information that comes from readers. Goodman (1978, 1973, 1978), figures who are often associated with picolinguistic views or perspectives, often state that the reading process needs to be considered as a process of interaction between the reader and written language because in the process the reader always tries to compile all information author. According to him reading is a receptive phase rather than written communication. In written language, a message has been coded by the author in written symbols and the reader tries to arrange all the messages from the author, not only through his eyes, but through visual perception, knowledge of the language, experience and acquisition of concepts in the reading process previous. So it is clear that reading is a psycholinguistic study, meaning that the reader does

not use all the information that can be obtained from phonology, syntax and semantics but uses the information that at least leads to the shortest meaning (Goodman, 1978). This is in line with the opinion of Smith (1971, 1975) which explains that the reading process is a cognitive process.

The main purpose of reading is to get the true meaning (Kamarudin and Siti Hajar, 1996). When reading, the reader's main task is to regain meaning (Smith, 1971; Sougate, 1972; Zaini, 1993). Reading is one form of communication and the goal is to accept the goal through written form. Thus, a reading teaching program must rely on achieving this goal (Steinberg, 1990). Thus, cognitive psycholinguistics rejects the definition of reading according to the old understanding of learning theory which states that reading is an activity to recognize words and structures by sounding them or in the heart and then drawing meaning from the words (Kamarudin, 1996).

Based on the above description of reading theory, reading research and general psycholinguistics, Steinberg (1990) suggests five basic principles of teaching reading to children. These principles are:

1. Reading must involve meaningful words, phrases, and sentences.
2. Reading must depend on the understanding of speech and not on the results of speech.
3. Reading does not have to depend on language teaching or new concepts.
4. Reading does not have to depend on teaching writing.
5. Learning to read should be fun.

Knowing the purpose of reading for teachers and parents is very important because the introduction of various objectives in teaching reading will encourage teachers to act as facilitators. The acceptance and recognition of goal-oriented approaches to reading teaching shows greater responsibility in education. This means that everything that is done can be accounted for to all parties, namely parents, educators and students.

Burns et.al. (1984) describes that there are 2 components in reading activities, namely, the reading process and the product or reading result. The aspects of the reading process are as follows:

- a. Sensory
- b. Perception
- c. Order
- d. Experience and thinking
- e. Study associations
- f. Affective

Whereas the product or result of reading is communication, if the reader understands the idea or idea that has been written by the author.

In Indonesia, some of the early reading methods that are still used in elementary schools at this time, among others:

- a. Alphabet Method
- b. Spelling Method
- c. Syllabic Method
- d. Whole Word Method
- e. Syntaxis Method
- f. Structural Analytic Syntactic Method
- g. Four Steps Steinberg Method

Based on the types of methods above, in terms of pedagogy and psychology (characteristics of children's language development), all of these methods can be used by combining one method with another. In addition, it can also combine several superior methods, adapted to the characteristics of the child and the ability of the teacher. The combination of several methods is called the electrical method (Hartati, 2010)

In this study the first reading goal (behavioral) is a concrete and very appropriate target given to early grade elementary school children as the next reading foundation. According to Beech (in Tarigan, 1987), children develop certain strategies in the effort to master the ability to read early. This strategy may be considered in the following development rankings:

1. The development of logographic structures, namely the strategies of children in analyzing words and giving support to certain features. These features are analyzed from three dimensions:
  - a. The length of the words
  - b. Certain letters
  - c. Position of letters in words

With these three dimensions, children are able to recognize and distinguish words, if the children already have a set of concrete words.

1. The development of grapheme processing and the relationship of phoneme grapheme, namely the development of the ability to analyze symbols that are sometimes in words and knowledge of sound symbol relationships. A graph is one letter or several letters representing phonemes.
2. The development of phoneme processing is the ability of children to analyze words that are spoken in phoneme rankings.
3. Use of context information, namely the ability of children to guess words that they do not recognize based on context information. This means that the syntactic and semantic knowledge mastered is used to help him recognize new

words. (this is in accordance with Goodman's opinion (1978) which holds that those who are adept at reading more use grapheme and phoneme information obtained in read words. This is in accordance with Velluntino (in Hartati 1998) who argues that to be proficient at reading one must be able to master, know the word so that it reaches the automatic ranking).

Muakibatul Hasanah's research (2015) shows the application of other models in research related to interventions in early reading learning. With the title "Development of a Beginning Literacy Learning Model in an Emergent Literacy Perspective", Hasanah developed a preliminary literacy learning model to improve student literacy competence. The data of this research are the results of a curriculum study of early reading and writing learning, the results of an implementation survey and suggestions for beginning reading and writing learning in elementary schools, as well as the results of a prototype test model for early reading and writing learning in elementary schools. Research with this development model yields: (1) a model of an initial read-write learning guide sorted out by the nature of the initial read-write and initial reading-writing learning strategy in an emergent literacy perspective, and (2) an initial read-write magazine model with performance standards which has the characteristics of language, content, and technique. The studies above, differ from the research that is being designed by the author. In this study, the authors designed a study focusing on the development sociocognitive.

Sociocognitive theory is often referred to as social learning theory or observational learning theory. This theory includes a learning theory that is relatively new compared to other learning theories that have been widely introduced. It is different from other adherents of behaviorism. Bandura views individual behavior not merely as an automatic reflex of the existence of a stimulus (S-R), but also the result of reactions that arise as a result of interactions between the environment and the individual's cognitive scheme itself. The basic principle of learning according to this theory, that what individuals learn is done through imitation and the presentation of examples of behavior (modeling). Social learning theory still views the importance of conditioning through the provision of reward and punishment. With conditioning, an individual will think and decide which social behavior needs to be done in learning.

Social learning theory is an extension of traditional behavioral learning theory (behavioristic).

The theory of social learning was developed by Albert Bandura (1986). Sociocognitive theory adopts most learning principles that are developed with behavioral learning theory but places more emphasis on the impressions and cues of behavioral change, also on internal mental processes. So, in social learning theory uses external reinforcement explanations and internal cognitive explanations to understand how to learn from others.

In the view of social learning, human beings are not driven by internal forces and are not influenced by environmental stimuli. Social learning theory emphasizes that environments which are confronted by a person by chance are often chosen and changed by themselves through their own behavior. According to Bandura, as quoted by (Kard, 1997: 14) that "most humans learn through selective observation and remember the behavior of others". Therefore, Bandura said that the essence of social learning is modeling, and modeling is one of the most important steps in learning.

## 2 METHOD

This study used a quasi-experimental approach with the equivalent control group design, (Majid Konting, 1994). The researcher has provided an experimental group and a control group consisting of subjects that have been combined before the study begins in the form of class (group). The choice of class (group) is chosen based on students' ability to read. This design is suitable to be used to examine educational problems because the subject is in the actual learning conditions. The design of this study is as follows:

Experimental Group			O
X		O	
Control Group			O
-		O	

**Instructions :** O = Pretest and Postest  
X = Treatment

## 3 RESULTS AND DISCUSSIONS

The analysis made on the data of the results of the preliminary and final examinations plus the data of observations to the experimental group showed that the initial reading program based on the sociocognitive model gave a positive impression as a

teaching program for early grade elementary school children. The effectiveness of the program is strengthened by the decision of the t-test. The t-test shows the effectiveness of the initial reading program based on the sociocognitive model significantly, ie "t"-count (11.47) is greater than the "t"-table (2.66), at the confidence level of 0.99. Similarly, in terms of the ability to read aloud, Steinberg's initial reading program was effective in terms of the score of the score increase for the experimental group of 29.77 and for the control group 5.90. The "t"-test for the loud reading aspect also confirmed a significant difference between the experimental group and the control group. To see the effectiveness of the program can be observed in the following table:

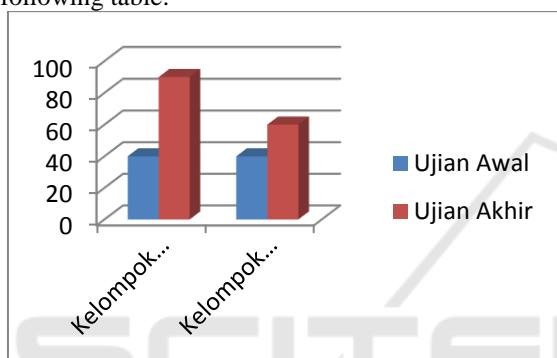


Figure 1: Comparison of Achievement of Sociocognitive Implementation

Table 1: Effectiveness of the Sociocognitive model

	Experimental Group	Control Group
Early Examination	44,06	45,67
Final Examination	91,06	51,7
Value Increase	47	6,03

Data from the table shows that the average score of the initial test in the experimental group and the experimental group is not much different. Min the initial test score of the comparison group is 45.67 while the average value of the experimental group is 44.06. This shows that the ability to read early research subjects is almost the same. Three months after the experiment, the group used as the experimental subject showed a high increase in value, namely 47.00, while the comparison group also increased by 6.03 values. This data is based on the final examination results which show the acquisition of average values for the experimental group 91.06 while the control group obtains 51.70.

These values are a combination of the comprehension test scores of reading words and sentences and the test of reading aloud and sentences through recording techniques.

Complete data for each aspect of the research can be seen in the table below:

Table 2: Comparison of the value of the initial test average based on the research aspects

Group	Reading Comprehension Exams		A loud reading test		Total
	Word	Sentence	Word	Sentence	
Experimental	17.23	3.60	16.90	6.33	44.06
Control	18.133	3.80	16.233	7.50	45.67

Table 3: Comparison of the average final test scores based on the research aspects

Group	Reading Comprehension Exams		A loud reading test		Total
	Word	Sentence	Word	Sentence	
Experimental	28.70	9.36	28.30	24.70	91.06
Control	18.23	3.83	19.27	10.37	51.70

To clarify the acquisition of students' scores on the initial test and final examination, below are the acquisition values of the experimental group and the control group. Likewise the increase in the value of the two groups.

From the description above, the four formulation of research problems that have been stated can be answered briefly as follows:

1. The initial sociocognitive reading program gives a positive impression on the mastery of early reading of elementary school children, especially children who have just entered elementary school.
2. Based on the posttest (final exam) in the experimental group elementary school children were able to read 28.30 words and 8.23 sentences.
3. The types of words children can read in early reading learning are:
  - a. The word kinship: mother, father, brother and sister.
  - b. Nouns, like animals: chickens, cats, Diah; Items: milk, rice, dolls.
  - c. Word of action / verb: sleep, read, eat.
  - d. Adjective: good, happy, sad.

The types of sentences that can be read by elementary school children, especially the early classes, are as follows:

- a. Sentence statement: ini mama nani, ini baju baru nana
- b. Interrogative sentence: nenek mana, kakek pergi ke mana
- c. Imperative sentence: ayo nyanyi, ayo adik minum susu
- d. Exciting sentence: aduh sakit kaki, wah bagus rumah bibi

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

1. From observations during the pretest, the experimental period to the post-test period, several difficulties were encountered by elementary school children in the initial reading learning as follows:

A. Add phonemes:

- a. Addition at the beginning of the word, like the word *ayam* is read by *Hayam*
- b. Addition at the end of the word, like *papa* becomes *papah*, *mama* becomes *mamah*, *ini* becomes *inih*, and *itu* becomes *ituh*.

B. Reduction of phonemes:

- c. Reduction at the beginning, like: kucing read ucing
- d. Reduction at the end, such as: asik is read ade or adi

C. Change consonants:

Example: *burung* become *bulung*, *marah* become *malah*, *tidur* becomes *iduy*.

D. Monoftongization (diphthong removal):

Example: Diftong *au*, as in the word *kerbau* read *kerbo* or *kebo*. Diftong *ai*, as in the word *air* is read *a-ir* or *a-er*.

E. Digraf:

Like phoneme *ng* in the words *senang*, read *senan* or *senag*. The phoneme *ny* in the word *senyum*, read *sen-yum*.

F. Change words:

example: *itu* becomes *ini*

Data from the final exam shows that elementary school children aged 6-7 years and entering elementary school can read an average of 28.30 words consisting of conjunctions, nouns, verbs and adjectives. The type of sentence that can be read consists of the most basic sentence with a subject-predicate pattern to a rather complex sentence for children, such as the subject-predicate-subject pattern. Types of sentences that can be read consist of sentence statements, question sentences, command sentences, and exciting sentences. In this study on average children can read 8.23 sentences from the total 10 sentences.

Based on statistical tests (t-test) it can be stated that by early reading based on Steinberg given to children just entering elementary school aged 6-7 years can give a positive effect so that this program can be used to teach and improve early reading skills. Likewise, the statistical test of the ability to read words and sentences based on differences in the increase in both group values, namely the experimental group and the control group, has proven the effectiveness of early reading to apply the cognitive social model.

Compared to the control group that had a better initial test score average (45.67), the experimental group that had a lower initial test score average (44.06) had shown an increase in the score on the final examination by 47 points. This is very different from the control group which only increased by 6.03 points. This shows that programs that are structured and based on social learning theory, such as the initial reading program with sociocognitive models are far more impressive than obscure reading programs without being based on certain teaching theories and principles.

Judging from the achievement of other research aspects, namely the achievement of reading comprehension tests and loud reading tests, the experimental group has shown a high increase in average, which is 17.23 points for an increase in the reading comprehension test of 29.77 for an increase in loud reading scores. While the average increase in value in the control group was as follows: for the improvement of the comprehension examination reading 0.127, and the increase in the reading aloud value was 5.907 points.

Thus the initial reading program based on the sociocognitive model that has been tested on 30 children who have just entered elementary school aged between 6-7 years, has shown positive signs as an effective initial reading program.

## 4 CONCLUSIONS

The effectiveness of a teaching program means that the program guides and increases students' behavior from inability or a little progress to mastering reading skills in accordance with the program objectives. Quantitatively and qualitatively, the initial reading program based on the sociocognitive model has a positive influence according to its purpose. However researchers are aware of some of the limitations of this study, especially in terms of research samples, short research time and limited research instruments. Considering the importance of



the results of research and this program is still considered new in the world of early reading in Indonesia, further and more thorough research should be carried out.

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