

The implementation of home reading program to improve receptive and expressive language of early childhood

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Abstract—Home reading program is a program to bridge informal and formal education institutions (in cooperation with parents). Therefore, the two institutions can synergize in developing aspects of children's development. The purposes of this research were to describe: planning, implementation, parental view, the role of school, the attainment, evaluation and constraints of the home reading program to develop children's receptive and expressive language. This research used descriptive qualitative method. Sample was selected using purposive sampling. The research informants are Head of Kindergarten, three class teachers, three counseling teachers, and three parents. The subject of this research was six children. Data were collected using interviews, observations, and documents. The results showed that planning including material, timing, program implementers and reading materials, implementation using journal to report on child's language development is well-implemented. Parent's view is very good and positive related to the socialization provided by school. The roles of school community, making the organizational structure to work together, the achievements are good as written in the regulation of The Ministry of Education and Culture number 137 year 2014, and the constraints include the internal factors that are teachers, materials, students and infrastructures, and external factors covering the family environments and parents

Keywords—home reading program; receptive and expressive language; early childhood

I. INTRODUCTION

In the Law no. 20 Year 2003, early childhood education is a stage to couch children from birth up to the age of six by giving educational stimuli to assist their growth as well as physical and spiritual development. Therefore, children are ready to get their further education. Early childhood education is an effort to stimulate, guide, nurture, and provide learning activities that will result in the children's educational abilities and skills [1].

In school management, the role of parents is a stakeholder. Home reading program is a program to bridge informal and formal education institutions, where formal education established cooperation with parents (informal) [2, 3]. Hence, the coordination between the two institutions can synergize in

developing aspects of children's development that is implemented through jointly developed programs and one of which is the home reading program.

There are many aspects of home reading program that make writer interested in doing the research as the following:

1. Home reading program is a school program involving parents to jointly develop aspects of child development, especially in language development.
2. The ability of spoken language will enable children to communicate with others. According to [4], children who are fluent in spoken language become more successful learners than those who are not.
3. Language as part of intelligence. Reference by [5], stated that human intelligence consists of at least 9 types, namely: 1) language, 2) mathematical, 3) visual, 4) kinesthetic, 5) musical, 6) interpersonal, 7) intrapersonal, 8) naturalist, 9) existentialist intelligence.

In Gardner's terminology, language intelligence is the most basic intelligence because it consists of several performance attributes namely; Children are able to show strength in the arts of language: listening, speaking, reading, writing, debating, story-making, poetry-making, word puzzling, and speeching, where students always succeed in the traditional class since their intelligence fits the traditional teaching [6, 7].

In addition, the children who have difficulty in both understanding and producing verbal language may affect their receptive and expressive language development[4]. There may be difficulties in understanding words or sentences. In some cases, children have difficulty in understanding certain types of words or sentences (such as words that express the difference in quantity; spatial terms (distant or distant), or types of times (such as sentences beginning with words) [8].

Referring to above description, it can be said that language is a very important aspect of one's intelligence because language is a complex activity. Therefore, the writer is interested in conducting research on home reading program to improve children's receptive and expressive language. The reason for choosing PAUD Terpadu Anak Sholeh is because

the kindergarten is the only institution that has implemented home reading in southern Malang area since 2015.

II. METHOD

This study used phenomenology approach to understand the meaning of an event or phenomenon that affects human in certain situations [9, 10]. The writer wanted to explore the problems related to the extent of the implementation of home reading program in PAUD Terpadu Anak Sholeh, Sitiarjo village, whether it is effective to improve their receptive and expressive language or not. The research informants are Head of Kindergarten, 3 class teachers, 3 counseling teachers, and 3 parents. The subject of this research was 6 children.

The data collection techniques used was in-depth interview, observation, and documentation. The data were analyzed before observation, during the implementation and after completion of the research.

The writer checked the data through comparing the document plan, implementation and evaluation in the field. Besides that, the writer also compared the results of interviews with the obstacles and solutions of home reading program implementation to develop the children's receptive and expressive, as well as with the documents regarding the implementation of home reading program in PAUD Terpadu Anak Sholeh in Sitiarjo village Sumbermanjing Wetan, Malang district.

III. RESULTS AND DISCUSSION

A. Planning Home Reading Program to Improve Children's Receptive and Expressive Language.

Planning involves all components such as teacher, head of early childhood, staff and parents. This formulates the strategic points of the program including objectives, socialization, and materials. Planning is a way to make activities run well along with various anticipatory steps to minimize obstacles. Thus, these activities may achieve the goals [11]. The planning process which is well-planned and understood by all components can be the key point before implementing home reading program to improve children's receptive and expressive language.

B. The Implementation of The Home Reading Program to Improve Children's Receptive and Expressive Language.

All of the components such as heads, teachers, parents, and children were involved in the home reading program. The role of parents to educate and to accompany their children is the most important thing. In the engagement at school, parents have a variety of roles. The role of parents defined by Coleman (2013: 298-305) is such as supporter, teacher, counselor, protector, and as ambassador.

Contextually, this method showed that the role of parents is the most dominant as school supporter as well as being the teacher at home. Home reading program requires parents to tell the child about such materials reflecting that education is not only done at school, but also at home. Therefore, parents have significant role in home reading program activity.

C. Parents' View Against Home Reading Program Implementation.

Parents' views on home reading program are divided into three parts: perception on socialization, perception on relationship pattern, communication and parent cooperation during program implementation. A program needs good socialization so that the future can run smoothly and achieve the desired goals.

The importance of support, positive response, and cooperation between parents and teachers in children's education is very important. It is delivered by (Arifiyanti, 2015) that teachers and parents significantly have the same goals in children's education, which is to educate, foster, and lead their children.

D. The Role of School Components in Implementing Home Reading Program to Improve Children's Receptive and Expressive Language.

There are several stakeholders involved in the implementation of the home reading program including principals, classroom teachers, and counselors. Hence, this organizational structure is very important to be used in the preparation of a very strategic program. The most important role is the head's role.

E. The Achievement of Home Reading Program to Improve Children's Receptive and Expressive Language.

The indicators used in the context of the research achievement of the home reading program as an effort to develop children's receptive and expressive language are as follows: a) the children can listen and remember the story that has been played. b) The children can understand the concept in a story book. c) The children can tell the concept in books to the teachers and peers. d) The children participate in conversations with peers. e) The children can remember the content of the story when the story book was read over by parents at home. e) The children are able to answer questions anyone figures contained in a story when the teacher asked the class. f) The children are able to retell using their own language. Overall indicators are adjusted to Permendikbud 137. 2014 annex 1 ECD National Standard.

F. Home Reading Program Evaluation.

Evaluation was done for the process and results. An activity or a program must conduct evaluation activities. The results of home reading program can be used as the basis for program implementation in the following year. This was because the program is considered as expected and the program provides high benefits for students at an early age.

G. The Constraints of Home Reading Program to Improve Children's Receptive and Expressive Language.

PAUD Terpadu Anak Sholeh has implemented the program in accordance with the existing indicators of achievement in which the evaluation was done related to the process and results shown by the children. In the implementation, of course, would be found inhibiting obstacles in which there are internal factors and external factors. The internal factors derived from teachers and school residents, materials and reading materials

as facilities and infrastructure of school facilities and external factors are families and parents.

IV. CONCLUSION

Based on the results of the research, some points can be concluded as follows:

- A. Planning home reading program to improve children's receptive and expressive language including planning the materials, timing, implementation and reading materials (books).
 - B. Implementing home reading program to improve children's receptive and expressive language is conducted once a week or once a fortnight depending on the number of students.
 - C. The parent's view on the implementation of home reading program is very good and positive regarding the socialization provided by the school. The program objectives are well-understood as well, therefore, parents do not get difficulties when implementing it at home and children can respond well.
 - D. The role of school community in implementing home reading program to improve children's receptive and expressive language includes all school components who work together with parents as arranged in the organizational structure of home reading books program.
1. The achievement of home reading program to develop children's receptive and expressive language is adjusted to achievement indicators in accordance with ministry of education and culture regulation number 137 year 2014 annex 1 on the National Standards of Early Childhood (PAUD) in which evaluations are made concerning the process and students' learning outcomes.
 2. The constraint in implementing home reading program to improve children's receptive and expressive language includes internal factors covering teachers, materials,

students and infrastructure as well as external factors covering the family environment and parents.

Based on the results above, it can be seen that the school is able to show a positive attitude towards parents because parents have a major role concerning the quality of education at school.

In addition, the school should have a program activity that can increase the involvement of parents in the education since the role of parents, in school management, is a stakeholder or main party concerning the quality of education at school.

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