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Fostering Literacy in Children Growth Period lib Marzuqi Email: lib.marzuqi@yahoo.com
Islam Darul Ulum University Lamongan Abstract According to its development, literacy is not just about **the ability to read and** write, but also other language activities, such as talking and listening. Through literacy one can improve the quality of life better. In addition, literacy is key to the progress of a nation.

Once the importance of literacy, literacy should have been started in the family, which since the days of child language acquisition, or in the future development of the child. Based on observation of five children ranging in age from 0; 0 to 2; 6years, there are significant differences in language acquisition as well as social skills.

Two **children were introduced to** literacy from age 0; 0 years, while the other three are not introduced literacy. Children who are introduced to storytelling, singing, story-telling, and reading (even though the child is not able to read) from the age of 0; 0 years have a faster language acquisition than children who introduced the event.

Keywords: literacy, a period of child development, language acquisition Introduction Is simply literacy-related activities **of reading and writing** alone? In the beginning it was. This **is also consistent with** the opinion of Kern (2000: 3) that the Literacy associated with reading and writing competence. But as the development of human intelligence needs and the scope widened that literacy also includes how people communicate in society.

In other words, the wider literacy is not just about **the ability to read and** write, but also other language activities, such as talking and listening. It is based when speaking someone verbally verbal activity by using logic to show keterpahamanya. Similarly, when listening to spoken text, a person using the entire berbahasanya competence to

understand the meaning conveyed by the opponent he says (Yulianto, 2015).

Furthermore, Kern (2000: 16-17) argues that literacy includes the interpretation, conversion collaboration, cultural knowledge, problem solving, self-reflection, as well as the use of language. The principle can be applied widely in communication. Thus, literacy is not only natural, but it is a cultural concentration. This is due to socio-cultural literacy practices related to the use of language. Cultural literacy is key to the progress of a nation.

The progress of a local or campus can be seen from the local library or campus tetrsebut. That is, the number of lots of the collection and how much the number of visitors can be used as a benchmark of high and low culture of literacy in the area / campus. Once the importance of literacy in an area should have been started in the family, which since the days of child language acquisition, or in the future development of the child. This is because the life of the community it stems from the family so that all start from the family, including a child's language skills.

Although there has been argued literacy can be done at school age, more stout opinion stating literacy planting is best done during the period of child development. Therefore, this article will describe the importance of instilling literacy during the development of the child. Period Early Child Language Acquisition Process **child begins to recognize** with its environment verbally referred to child language acquisition.

First language acquisition occurs when the child who from the beginning without the language now has obtained one language. At the time of child language acquisition, the child is more directed at the communications functions of the form language. First language acquisition are closely related to the social **development of children and** thereby also closely related to the formation of social identity.

Learn the first language is one of the holistic development of the child becoming a full member of society. Since the baby has been interacting in the social environment. A mother is often offered an opportunity for the baby to participate in social communication with him. When that baby was first exposed to socialization that the world is where people share a sense.

The development **of child language acquisition** can be divided into three main parts, namely: the development of preschool, kombinatori speech development, and future development of the school. The development of the child's first language acquisition in preschool years can be divided over prelinguistic development, stage one word and utterance combination starters. Prelinguistic development is characterized by the

exchange of a turn between the parents (especially mothers) with children.

During the development of the child prelinguistic develop the concept itself. He tried to distinguish itself with a subject, itself with others and relationship with objects and actions at the stage of one word, the child constantly working to collect the names of objects and people he met.

Words that first earned this stage typically is a word that says deed, word socialization, says that states the place, and said that states pemeian. During the 2nd stage three expressive means used by children, who can make their sentences become longer, namely the emergence of morphemes grammatical inclusively in the speech of children, understanding or connecting together the relationship these two things, and expansion term relationship.

Development of Kombinatori speech children can be divided into four parts, namely the development of negative / denial, interrogative development / questions, the development of the sentence merger, and the development of the sound system. While the future development of the school year in which the child p isthere this stage the development emphasis shifting from the language to the content and use of language. Children have achieved creative stage in language development. A creative language can be heard in the form of singing or poetry.

Correlate with the development of the child, Rohmah (in Savitri, 2015: 181) states that the future development of the child (early childhood or preschool) is a gateway literacy. Therefore, the introduction of literacy should be doing at that age. Early childhood literacy gate is said to be due in early childhood (3-4 years) is the golden age in children's development, including the development of language.

At that age, children begin to hear and recognize new words from their environment. Simple sentences such as sentences that are incomplete or imperfect is a peculiarity of the resulting sentence early childhood (3-4 years) (Dardjowidjojo, 2010: 65). In contrast with the opinions Rohmah above, literacy need not wait for children aged 3-4 years.

Literacy in children can be done from the age of 0 years such as the stage and the period of child language acquisition in Table 1 below. Table: 1 Stage and Period Language Acquisition Stage /Period Age Language Acquisition Preliminary stage 0; 0-1; 0 Babbling, impersonation, and a preliminary understanding (rudimentary). First period 1; 0 -1; 6 Children receive a sound with a specific meaning that expresses the ideas of the entire sentence.

There is no evidence that children understand grammar. The second period 1; 6-2; 0 Kids began to realize that everything has a name. The third period 2; 0-2; 6 Sentences have a better shape consisting of words for major grammatical relations such as subject and object. Obtaining inflection has started, probably for the next few years. Syntactically consists of words that have a loose connection that word order can be different.

The range of questions began to spread. The fourth period of 2; 6-hereinafter simple juxtaposition of the words, the syntax is replaced by the hierarchical structure and the addition of the acquisition of the subordinate sentence. Acquiring some grammatical morpheme continues.

Kids' questions include things about time and causality (Stern in Ingram, 1992: 39) Literacy in the Period of Growth Literacy in the early **period of language acquisition** is done by introducing literacy through storytelling, singing, accompanying the child while watching educational videos and asked responsible with children (Savitri, 2015: 188). Ways of introducing literacy can be done **at the age of** 0 years, when the mother picked her up and put the kids.

Mistakes are often made by mothers or caregivers are they just sit when mengendong or euthanize her. A mother or caregiver can introduce the names of objects that surround the baby while mengendong. Inviting talking, telling stories, singing mom to anaknya for children during preschool age are still busy developing speech and language.

Language development is closely **linked to the development of** reading skills later on. At this age, membacalah to your child as often as possible **to foster an interest in** reading and expand vocabulary. Introduce the reading from the earliest period of language acquisition, such as storytelling before children go to sleep, equal to instill a love of reading in children naturally. During development, the child will be familiar with books and reading.

In addition to a growing child's reading ability, time or didongengi diceritai child, the child will have the ability to understand the content of reading which was read **and be able to** retell with simple sentences. In this case the listening skills of children will be formed. **At the age of** 1; 0 and thereafter, the child can begin to learn the basic fine motor skills needed to learn to write later (prewritingskills). These skills such as learning to draw a line, draw a circle, and connect the dots. Coloring also **support the development of** these skills.

Use stationery with a fat handle to be more easily held by children. **Dealing with language acquisition** during kemabang the child grows, the researchers conducted a study of five children ranging in age from 0; 0 to 2; 6 years. Five of the children were 1 female and 4 males were born at almost the same time, which is between the months of August and September.

Of the five children, two **children were introduced to** literacy age of 0 years, while the other three are not introduced literacy. Children who are introduced to storytelling, singing, story-telling, and reading (even though the child is not able to read) had a faster language acquisition than children who introduced the event. This can be observed in table 2 below.

Table 2 Acquiring Language in Children with Introduction of Literacy and Children Without introduction of Literacy Age Acquiring Language Phase Acquiring Language Development of Communication by the Denver II Children with Introduction to Literacy Children Without introduction of Literacy 0; 0-0; 1 React to the sounds React to sounds voice (crying) Reacting to a bell 0; 2 voice - vocalizations voiced 0; 3 reacts turned to the voice, laughing / screaming voice - laugh / scream 0; 5 - - - turning the sound 0; 6 voiced ma ma ma shout - - 0; 7 - - Repetition of syllables (ma ma ma) - 0; 8 the utterance of the word - - Voice ma ma ma 0; 9 Calling (parents) mama papa Voice ma ma ma - - 0; 11 - - the utterance of the word Calling Mom papa 1; 1 having had less than fifty - - - words 1; 6 Pointing image, merge multiple words (master many vocabulary) - - Speaking a few words 2; 0 Mention the color of objects, making simple sentences with 2-3 words.

Mention / speak a few words of two three- word utterance Pointing image (cat, ball); combine several words like mama drink 2; 3 The sentence is more complex, expression - - 2; 6 Story telling, retelling - - - 3; 0 - - - Mention the color of objects According to Table 2 **above, we see that** the child with the introduction of literacy acquire the **language faster than children without** the introduction of literacy.

Kids have done a repetition of the syllable **at the age of** 0, 6, faster one month compared with the **theory of language acquisition** and faster 2 months when compared **to the development of** the communication by the Denver II. In contrast to children without the introduction of literacy, they just repeat the syllable **at the age of** 0; 9. **At the age of** 2.3

years, the child with the introduction of literacy has been able to produce more complex sentences. They already biased produce Ratingsentence? Nda te ndi'Mother going?'. In addition, they also have to express opinions as in the following dialog. Mother: Rotine

kok ngak dimaem? 'Why did not eat the cake?' Children: Moh. 'No' Mother: Lapo? 'Why?' Children: Ndak nok tatnya.

'No chocolate' In addition to this, the child with the introduction of literacy at the age of 2.6 can tell and retell. Storytelling means that children are able to recounts, for example, tells about his experiences with his mother to the market and to the zoo. Recounting in a sense the child is able to retell in their own words about his mother's stories read.

Kids can mention the names of the characters, character-character, and background stories. In addition to stage a faster language acquisition, children are introduced literacy at age 0; 0 has a better social abilities. Kids can interact with their peers, can communicate with other people (other than family).

Moreover, children are also showing an interest in books and stationery, such as books and crayons and doodling and walls. Cover language acquisition theory states that a child from birth has been equipped with LAD (Language Acquisition Device). LAD is used to acquire, store, and develop knowledge, including language.

In other words, the growth of language in humans genetically programmed, such as breast and whisker growth in general. Based on the theory of language acquisition planting should begin from the age of 0; 0. At that age, children begin to recognize and accept the language sounds around him.

For this reason, the planting of literacy needs to be done since the period of development of the child. Planting literacy when starting at age 0; 0 will make the child more quickly in obtaining and producing language. In addition, children will also have better social skills.

Literacy in this period is done by telling stories, storytelling, singing, accompanying the child while watching educational videos, and ask the child replied. If the child is already good prelinguistic period in language acquisition, subsequent periods of language acquisition will also be good. References Dardjowidjojo, Soenjono. 2010. Psikolinguistik: Pengantar Pemahaman Bahasa Manusia. Jakarta: Yayasan Obor Indonesia. Ingram, David. 1992.

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