

KNOWING OBJECT LITERACY IN DEVELOPING CHILD LITERACY

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Abstract

This study aims to collaborate theory with practice in the form of real events in the field. This study also describes the importance of literacy which is developed through the method of playing object literacy. This research can develop children's language patterns, especially those related to language skills and language skills that are applied in everyday life. The research method used is descriptive qualitative with literature in the form of photos, notes, and books. The result of this research is the lack of intensive communication and interaction with children. Even though more than one child is not an obstacle to forming and developing language patterns, especially suitability, and coherence with the object being observed. The researcher tries to provide a way of stimulating education with the object literacy method and the researcher starts with fairy tales using hand puppet media. This is what the researcher does with the auditory stage and in that way, the child will try to record; starting from vocabulary, intonation, and structure. It is hoped that there will be changes in language skills so that in the future children will be confident to develop more regular and complex language patterns.

Keywords: Literature Review; Educational Stimulation; Object Literacy.

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INTRODUCTION

Language is closely related to how a person is literate in life. The environment influences the formation and quality of a person in developing the literacy process. Literacy is a form of human ability in language, such as the ability to process skills in everyday life. Humans need space for them to develop themselves, minds, and emotions where they were born and raised. Children will imitate how the conception of language when they want to say something; such as desires, goals, and feelings.

According to Sachs (1976: 148) that "Approximately one month old, babies begin to grunt and coo, and at six months they begin to grope, make lip and tongue vibration sounds like baa baa baa or daa daa daa. Baby vocalizations appear to be the same all over the world."

The language that is able to provide positive affirmations for children, such as "beautiful child, handsome child, pious child, smart child" and so on. The process of capturing children's information takes time, of course, the child is not instantly able to analyze it quickly. Over time, children can process what their parents give and show the results of the stimulation process that has been given as they get older. According to Brown (1969: 42) "Children's speech usually follows the S P O sequence, something that is integral to the structure of English in general." The combination of two languages (bilingual) in children needs to be adjusted to the construct and understanding of the mother tongue that the child acquires. The merging of two languages is also used with needs that will be developed in the future.

In this millennial era, conventional activities such as reading books, singing, and so on; In general, parents provide technology in the form of gadgets, television, computers/laptops, online games, and so on. One example of the biggest influence is gadgets, as is the case with other technologies, gadgets such as smartphones that make it easier for humans to meet all their needs. So forgetting even leaves the main need for child development. The provision of media is very necessary and well cared for so that developmental achievements, especially language, are achieved.

Along with the development of the times and technology, the use of language in children in everyday life must continue to use the mother tongue as the formation of the first language. Formation of the first language that can be collaborated with other stimulation that is able to develop aspects of children's language development. Simple stimulation can be done with daily activities that cannot be separated from interaction and communication.

Mother tongue is the first language that children acquire naturally. This natural process goes through an unconscious process that starts in the womb. The development of the first 1000 days of a child starts from the womb (prenatal) starting from the zygote to postnatal (birth). The mother tongue is very important for children to acquire because it is the initial formation in the development of their language. Language development in children can be an initial parameter to find out how far a child has mastered his mother tongue.

Montessori (1936: 22) said, "It is wrong if we assume children are whatever we can make them that way because they can actually learn in their own way from adult encouragement."

Developing the right mother tongue so that there is no overlap in children's language development requires the cooperation of parents to develop it through home education. Parents need to know how the character and psychology of their children. The main education for children is education that is formed from within the home, including daily life, language, culture, behavior, problem-solving, way of thinking, mentality, personality, and so on.

In general, developments that occur in children require separate stimulation. This stimulation is inseparable from the child's development phase which is adjusted to the child's age. Even though the child is 0 months old, it does not mean that developmental stimulation cannot be given. The age of 0 months is the right time for children to get early stimulation, such as bonding or sensing. Starting from the touch and sound that comes from his parents. This is what can be the first step for children to acquire their mother tongue in a sustainable manner, such as singing, joking, and reading story books.

This is something that is generally considered taboo because at the age of 0 months, it is still too early to play while learning. Babies even though they are only 0 months old whose vision is still vague, of course, hearing is perfect. So, early language development can be given to children

through their sense of hearing. Provide language that soothes your little one's heart, namely language that can give meaning to his feelings, because children feeling happy is the basic key to the development of children's intelligence.

Speaking well can also develop literacy well. Literacy is not only related to speaking but also to reading and writing. According to Whitehead (2004), early childhood literacy is an ability related to reading, writing, listening, and speaking. This is integrated with language skills in everyday life so that humans can use and develop language in their lives.

According to Chomsky (1969: 56), "Humans have a certain system of grammar rules, so we can find and understand sentences that have never been heard before." Rules in language for children start from the habituation that parents give in everyday life. This can be in the form of practical life skills, literacy, pretend play, role play, and so on; that can be done at home with parents. Creating an educative home environment by developing an appropriate mother tongue, as well as directed rules and structures; then the child will admire the mother tongue to be applied in life before giving the next language (bilingual).

Children will develop literacy depending on their ability to translate and record the language objects they have acquired. Developing literacy starts with forming language patterns that are coherent and in accordance with their constructs. The suitability of language is seen from the meaning obtained, such as the form of orders that parents give to children to observe how the child's response is appropriate or not. In this case, the suitability of meaning with objects in language management is called object literacy.

According to Justice (2002), the literacy period for children starts from birth to the age of six. During this period, young children acquire knowledge about reading and writing not through teaching, but through simple behavior by observing and participating in activities related to literacy.

According to Kern (2000), good reading skills will improve children's self-concept, which in turn will motivate them to learn. Furthermore, it was found that good reading habits and continuity of involvement with reading activities will determine the success of children in acquiring knowledge.

Object literacy is developed in the form of playing methods that can be applied with any educational stimulation as long as the stimulation provided gives the important role that children get. At this time, literacy can be introduced through various media as a source of children's learning; one of them is technology. But on the other hand, technology must be balanced with use and utilization management. In addition, developing literacy in children can also be done with a combination of conventional educational stimulation.

Conventional educational stimulation can be done by reading books, counting, making educational game tools by recycling existing materials, and so on. Techniques for developing literacy can be by reading, pointing, and ordering. This can encourage children to express and explore their thinking power through the five senses from the observations they have obtained.

According to Subiyanto (2012), contemporary literacy is a person's ability to use written or printed information to develop knowledge, thereby bringing benefits to society. Furthermore, a person can only be said to be literate if he is able to understand something because he reads and does something based on his reading comprehension.

On a daily basis, children will imitate and observe events and symptoms that occur in life. This relates to the role of parents in developing children's literacy, inseparable from the method of playing at home with children. The current condition is experiencing an outbreak of the Covid 19 virus which requires children to be educated at home, so this can be used as the right opportunity for parents to develop literacy in their children. Stimulation of education that can be provided through early education at home. Although it tends to be quite heavy because parents need to share their best time to be able to play with their children at home.

The pattern of forming education at home for children is inseparable from parents who participate in supervising, monitoring, and accompanying children when they want to explore their language, such as when they imagine and tell stories. Montessori (1936) parents follow the rhythm of children and enjoy watching their child when able to master new skills. When education at home has been given to children, that's when children will develop their language concepts repeatedly

and continuously (sustainably). Besides that, in the development of children's language, regularity, and proper rules are needed in language; such as pronunciation, structure or rules, and suitability.

The object literacy method as a child's play method can make children more interested in developing language patterns and imagination. So that the language skills that children get can be processed properly with the suitability of meaning, goals, ideas, and interactions. When parents can do the object literacy method, parents also learn with their children. Because, parents can measure the extent to which children master language patterns; such as vocabulary, pronunciation, and language structure. Object literacy directly teaches children to love their mother tongue, and also to love playing while learning.

Object literacy is the development of a combination of several unified linguistic methods and theories. The methods used in children's language development activities, such as reading books together, playing flashcards, mentioning pictures in variations, and so on.

The description of a conducive family and school environment stimulates children's literacy skills regarding reading and writing abilities (Nutmawati and Clough, 2015).

According to Morrison (2013), mastery of language is innate in all children regardless of culture and religion. Language and culture go hand in hand, so when we use the wrong language in the sense that the given language is an overlapping language, the communication process will not be intertwined. Language overlap occurs a lot, such as using two languages in daily life without considering the child's age and support from the surrounding environment whether the surrounding environment supports or even understands how it is when children use two languages in daily life.

Giving language to children cannot be separated from social and cultural elements inherent in society and family. This socio-cultural element is a habit that eventually becomes inherent and ingrained in life. It is this collective unconscious and collective awareness that will unite in the attachment to language in society. The importance of speaking and mastering the mother tongue is that in the future humans will contribute greatly outside the family zone and blend into society in a different structure. How in the future humans will adapt, work together, and think is the complete construct of humans who have morals.

Playing while learning is a way for children to process the information they get to develop it into knowledge. Language constructs that are applied correctly, it will also be appropriate to absorb the language that children record through their thinking processes. Even though children's comprehension varies, learning is carried out continuously and simultaneously. The basis for children who are able to be literate is that children are able to develop language structures that are in accordance with the rules, namely SPO. Therefore, the important role of parents in supporting and providing examples of language teaching to children is needed. Because children will inherit the imitation they get from their parents.

Methods of playing in children are very diverse, one of which is object literacy which is part of the Montessori play method. Children can do it directly by observing existing objects directly. This forms a direct relationship of interaction and communication between children and parents. It frees children to develop language patterns, thus forming the development of their imagination and memory.

Children need communication in various ways, we as parents, both siblings and teachers, can provide a variety of languages, even for our children to absorb like a sponge. Children have a tendency to repeat an activity until they master it. Something difficult is a challenge until in the end, the child doesn't give up easily. When they master it, they will try other new things which they will later master.

Therefore, children prefer objects that are played together so that children can manage language. Through an object, children can develop vocabulary and over time the vocabulary they get will develop more and more. If we are the closest people to our children, then children can maximize language development where language is an important aspect in the development of integration. Language that develops is accompanied by stimulation in the form of objects that have educational value, it will bring about reinforcement. The stimulation provided must of course be

continuous, repeated, and consistent. Because in that way the child will process to explore language constructs properly and correctly.

Previous research regarding object literacy used as a reference in this study is as follows: First, Abidin (2018) the development of literacy contains two periods, namely from birth to the age of five. From the age of five to becoming independent readers, instilling a culture of literacy can be started in the family, school, and community environment. Second, Yusuf (2017) family has an important role in children's lives. Parents are the main role models for children, the various words and behaviors that are carried out will be imitated and emulated by children. Likewise in terms of literacy to children.

METHODOLOGY

The research was conducted at Y's residence in East Jakarta. Research on a subject named Y, who is treated differently from his older brother. Y because the distance between the two of them was too close and they were many siblings, so Y had a speech impediment. Her mother, who was more focused on her brother and Y, tended to be ignored. Y is rarely invited to communicate so he is freed for them to play together with his older brother. However, the condition is that twins are older, so they often play with their twins rather than with Y. Researchers conducted research using observations in the form of notes, books, and unstructured interviews.

The research method used is descriptive qualitative with library research in the form of photos, notes, and books. Literature studies can study various reference books as well as similar previous research results that are useful for the problem to be studied (Sarwono, 2006).

Literature study also means data collection techniques by conducting a review of books, literature, records, and various reports relating to the problem to be solved (Nazir, 1988).

A literature study is a theoretical study, references, and other scientific literature related to culture, values, and norms that develop in the social situation under study (Sugiyono, 2012).

This literature study research method emphasizes the subject matter and develops concepts that will later be used as a basis for developing practical and theoretical steps. Kuhlthau (2002) states the steps of literature study research, namely: Topic selection; Information Exploration; Determining the focus of the research; Collection of data sources; Preparation of data presentation; and Compilation of reports.

Methods are generally defined as processes, methods, or procedures used to solve a problem. The method used to collect data in this study is as follows: Literature Study is the first step in the data collection method. A literature study is a data collection method that is directed at finding data and information through documents, both written documents that can support the writing process. According to Sugiyono (2005), research results will also be more credible if they are supported by photographs or existing academic and artistic writings. Literature studies can affect the credibility of the results of the research conducted;

Observation is the second step in collecting data after the writer does a literature study. Observation is a data collection technique by making observations about the conditions in the field. By making observations, the writer becomes more understanding of the subject being studied; and The interview is the next step taken after the observation is made. An interview or interview is a data collection technique by way of face-to-face directly between the interviewer and the informant. Interviews are conducted if the data obtained through in-depth observation is lacking. According to Sugiyono (2005), interviews are used as a data collection technique when researchers want to know things from informants that are more in-depth.

Sources of data that became the material for this research were books, journals, and internet sites that were representative and credible with the research being conducted. Sources of research data used are books, photos/documents, and results of notes.

Data collection techniques in this study are in the form of documentation, namely looking for things or variables in the form of notes, books, articles, and so on (Arikunto, 2010).

RESULTS AND DISCUSSION

During the research, the researcher directly observed Y in his daily life. Y plays with his older brother every day, but his older brother is busy with his twin and Y is neglected. Y has twins and Y tends to get less attention. The attention that his parents devoted to his older brother. When playing, Y prefers to follow the flow with his older brother even though his older brother is 3 years older than him. So how to play and play characters tend to be different.

In language, Y is classified as slow due to the lack of intensive interaction by his parents and even his parents play gadgets more often. Y was forbidden to play with gadgets by his parents, but his parents played with gadgets more often and were less focused on Y's development. The lack of interaction and communication that Y got caused his speech patterns and even his literacy to go very far. Y is only able to nod and only show gestures when Y wants something. Even when invited to study together, Y still lacks focus and is unclear in pronunciation even though Y is already 24 months old.

Even when playing with commands and pointing, Y still tends to get confused, often gets confused, and the pronunciation is not clear because there is still bubbling which should have disappeared at the age of 24 months. The researcher observed that there was something different from Y, namely the unclear articulation. When trying to chat with her mother, she said Y slurred. However, when the researchers observed, Y seemed to be in the direction of under-stimulation, meaning that stimulation was minimal and not maximized. There may be several factors that cause the mother to focus more on her older sibling, this could be due to the fact that they are too close so the mother is tired and has difficulty dividing the time; also twin brothers so they need more attention.

The researcher finally tried to provide a way of stimulating education with the object literacy method and the researcher started with fairy tales using hand puppet media. This is what the researcher does with the listening stage and in that way, Y will try to record; starting from vocabulary, intonation, and structure. Then the researchers conducted experiments with picture and sound book media, such as books about animals. Researchers try to give an idea of what animals look like, their types, colors, and how they sound.

It is hoped that there will be a change in Y's language skills so that in the future he is confident to develop more regular and complex language patterns. Over time, while researchers are conducting research, researchers try to provide stimulation in the form of books so that Y can more quickly respond to objects listed in the book. When the stimulation process was running, Y was getting better by reading objects through books and Y began to mention with directed articulation of the given object.

CONCLUSION

Object literacy can be used as a play method in developing children's language, as well as exciting stimulation that can be done at home. Various ways of developing children's language through object literacy methods can be with books, storytelling, and so on. However, communication and interaction must be included in the stimulation. Object literacy cannot work well if communication and interaction are not included. It starts from within the house or family,

If communication and interaction are not well established, object literacy cannot run optimally, and there will be no results. Even though today's technology is sophisticated, this can make children lazy or reluctant to interact with other people and the environment. Getting used to a good culture in literacy, one of which is a reading culture. A reading culture cannot be formed suddenly but continuously which must be included as an object as a way to develop literacy in children.

Using the object literacy play method can also develop forms of pronunciation or articulation. In addition, it can also develop children's vocabulary will be more and more. Object literacy can be done in various forms as well as excitement if there is collaborative interaction and communication. There is no need for expensive forms of play but simple forms of play that can be applied, for example, roleplay, pretend play, flashcards, and so on.

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