

CHAPTER III

PRESENTATION AND ANALYSIS

OF THE DATA

III.A. PRESENTATION OF THE DATA

The collected data are presented in three distinct sections. First, the results of verbal tasks are analyzed by using response analysis techniques. Second, the results of visual word recognition are presented and analyzed by using error analysis technique. Third, a set of three case studies of parent-teachers' strategies of teaching reading are provided.

III.A.1. RESPONSE ANALYSIS ON VERBAL TASKS

All letters have two basic and specific features that is lowercase uppercase letters. Those features have to be learned by children who are learning to read whether they want to or not.

Verbal tasks on reading mainly assess early reader's ability in decoding skills. In order to be able to reach valid measurement of reading ability, children responses on the tasks are analyzed and presented in tables 1 to 6.



Table 1. Response on Letter Naming Task.

Stimulus Letter String	Correct Identification		
	S I	S II	S III
B M N S U Y	All	All	B M N S U
I L J T R	L J T R	All	All
D H K W F	D H K W	All	D H K W
O P Q G A	O P G A	All	All
Z X C V E	C E	All	C E

Letter naming task assessed children's ability to name 26 uppercase letters which were in 5 strings. Data from table 1 show that S I was able to name 20 out of 26 letters. Letters, F, Q, Z, X, V were left unidentified. High-frequency letter l was identified as the first ordinal number. Reasonable as this might be considering the position of the letter. Significantly different from the two other children is S II who had already mastered letter naming skill so that he was able to name and articulate all letters correctly and precisely. The ability level of S III is not quite different from S I's since 5 out of 26 letters were not identified. It can be seen that the last 4 unidentified letters of the letters Y, F, Z, X, V were letters which were also not identified by S I. Error responses made by S I and S II can be an indication that both children were prone to make

initial reading materials). In fact, they also found it difficult to articulate those sounds.

Table 2. Response on Letter Matching Task

Visual Target Pattern	Visual Stimulus	Response		
		S I	S II	S III
P	p b q o	C	C	C
N	u n m a	C	C	C
G	e v g d	C	C	C
I	l i t h	C	C	C
E	o e h d	C	C	C
S	z s k i	C	C	C
Q	r f t g	no response	C	no response
B	b d g o	C	I (d instead of b)	I (d instead of b)
H	l j k h	C	C	C
R	b r d y	C	C	C
C	p e n c	C	C	C
A	u a o c	C	C	C
D	o h d b	C	I (b instead of d)	I (b instead of d)
M	m n v r	C	C	C
T	s j t y	C	C	C

Note : C : correct
I : in correct

Letter matching task assessed children 's ability to attend to the distinctive letter features, namely between uppercase and lowercase letters. From 15 visual target uppercase letters, 14 letters were correctly matched to lowercase letters by S I. The only no-response error of Q

lowercase letters by S I. The only no-response error of Q indicates that she was able to retain her ability in distinguishing letter shapes. In the case of S II's incorrect response, the problem seems to be the confusion in differentiating the features of *b* and *d*. The result was a mismatch. *B* was matched to *d* while *D* was matched to *b*. Similar incorrect response was made by S III. All in all, the results of letter matching experiment show that prekindergarten children have well-developed discrimination ability. The consistent problem proved in matching letters particularly is in differentiating similar letter shapes.

Table 3. Response on Visual-auditory Paired Associates Task.

Visual Target Letter	Auditory Stimulus	Response		
		S I	S II	S III
g	b d g p	C	C	C
r	t r s c	C	C	C
m	n h m s	C	C	C
a	i v e a	C	C	C
o	a e o p	C	C	C
f	v f s y	no response	C	no response
w	v w m s	C	C	C
b	b d e c	C	I (d instead of b)	I (d instead of b)
p	q p g u	C	C	C
z	s z q i	no response	C	no response
y	t u w y	no response	C	no response
q	q p g u	no response	C	C
i	i l j h	C	C	C

Children's performance on this task confirms the previous findings. From table 3 above, we can see that there is no alternate errors resulted from children's responses. It is clear that S1's no response errors still came from low-frequency letters, while S11's failure were around visual-phoneme differentiation. The incorrect responses of S111 covered two kinds : inability in identifying low frequency utility of some lowercase letters and visual-phoneme difficulty. However, we can say that basically the three children had visual-phoneme differentiation ability.

Table 4. Response on Reversal Task

Visual Target Pattern	Visual Stimulus	Response		
		S I	S II	S III
un	nu nu un nu	C	C	C
bd	db db db bd	C	I	I
pq	qp pq qp qp	I	C	C
oa	so so so oa	C	C	C
mn	nm nm mn nm	C	C	C
il	il li li li	C	C	C
yj	jy jy yj jy	C	C	I

Table 4 presents the data about children's ability in attending letter orientation, namely the lowercase pairs. Responses of the three children confirm the previous findings since the incorrect responses they made have

responses. That is why the incorrect responses of this task are not elaborated. The information we should focus on from the results of this task is the way the children responded to the task. Ignoring the instruction which required them to point out to the correct stimuli, in fact, they read per letter pair stimuli. However, the recording proves that all segments were read correctly. It indicates that 3-4 years old children are able to perform their linguistic skill (reading ability) phonetically and graphically.

Table 5. Response on Category Task

Exemplars	Response		
	S I	S II	S III
Merah, kuning, hijau (rainbow)	I	C	C
a, b, c	C	C	C
Semangka, apel, jeruk	C	C	C
Bayam, sawi, Wortel	C	C	C
Merpati, gagak, kakatua	C	C	C
1, 2, 3	C	C	C
Tikus, kucing, anjing	C	C	C

Category task was aimed to know children's perceptual ability. From table 5 we could know that prekindergarten-

ers' perceptual ability on simple class of exemplars is accurate. There is no failure response found in this task. The only incorrect response was made by S1. Upon the question why she answered so, S1 logically explained that those colours were the colours of the rainbow. (Colours which are used in Indonesian song *Pelangi Pelangi* .)

III.A.2. ERROR ANALYSIS ON WORD RECOGNITION

One main type of skill measuring early reader's ability in reading is his ability to look at a word and say its name. In this section, the evidence about children's ability in reading words presented in lists is presented and analyzed by examining the errors they made.

III.A.2.1. Description of Errors

Actually, spelling and reading are different. But children read by spelling per single letter and they showed the ability to cope with spelling pattern. It is reasonable since Indonesian words have regular spelling pattern. Thus, in describing the errors of reading words,

children spelling performance is presented first and then followed by reading performance.

Table 8.1. Spelling

Printed Words	Spelling Response		
	S I	S II	S III
babi	b a b i	b a b i	b a d i
dahi	d a h i	b a h i	d a h i
guru	g u r u	g u r u	g u r u
susu	s u s u	s u s u	s u s u
wati	w a t i	w a t i	w a t i
topi	t o p i	t o p i	t o p i
rawa	r u w a	r a w a	r a w a
pita	p i t a	p i t a	t a t a
lima	l i w a	n i m a	l i m a
buku	b u k a	d u k u	b u k u
mana	m a n a	m a n a	n a n a
kuku	k u k u	k u k u	k u k u
cuci	t u t i	c u c i	c u c i
sepeda	s e p e d a	s e p e d a	s e p e d a
kereta	k o r e p a	k e r e t a	k e r e p a
boneka	b o m e k a	b o r e k a	b o n e k a
lemari	l e m a r i	l e m a r i	l e m a r i
sepatu	s e p a t u	s e p a t u	s e p a t u
kelapa	k e p a l a	k e l a p a	k e l a p a

From the above spelling results, we can see that the three children made relatively big portion of error-free spelling but conversely small portion of spelling errors.

Table 6.2 Whole Word Reading

Printed Words	Whole Word Response		
	S1	S11	S111
babi	babi	babi	<i>badi</i>
dahi	dahi	<i>bahi</i>	dahi
guru	guru	guru	guru
susu	susu	susu	susu
wati	wati	wati	wati
topi	topi	topi	topi
rawa	<i>ruwa</i>	rawa	rawa
pita	pita	pita	<i>tata</i>
lima	<i>liwa</i>	<i>nima</i>	lima
buku	<i>bukak</i>	<i>duku</i>	buku
mana	<i>mana</i>	mana	<i>nana</i>
kuku	kuku	kuku	kuku
cuci	<i>tuti</i>	cuci	cuci
sepeda	sepeda*	<i>ode</i>	<i>no response</i>
kereta	<i>kora</i>	<i>no response</i>	<i>no response</i>
boneka	<i>bokak</i>	<i>boneka</i>	<i>no response</i>
lemari	<i>leri</i>	<i>no response</i>	<i>no response</i>
sepatu	<i>ote</i>	<i>no response</i>	<i>no response</i>
kelapa	<i>kepala*</i>	<i>no response</i>	<i>no response</i>

From the table above, we can learn that the major problem in reading words is in dealing with reading the whole words and in combining the components of words to become words.

The results of spelling and reading indicate that children in their early stage of learning to read did not necessarily transfer their ability of spelling to reading. It can be seen from tables 6.1 and 6.2 above that children were not able to spell and read the same

difficult words. It is obvious that children spelled words more correctly than read correctly. Thus, it is likely that for Indonesian prekindergarteners as early readers, to spell words is easier than to read words, particularly the long (or CVCVCV) ones. Moreover, from reading the long words, the number of grapheme substitutions reveal that children paid attention to graphic display, and they paid attention mainly to the spelling of the words. Due to that fact, for the three early readers, all letters they had identified clearly interfered their long word recognition process. But words or nonwords they produced were ignored. Therefore, it is obvious that children performed their grapheme-phoneme matching ability satisfactorily, but poorly in letters blending.

III.A.2.2. Category of Error

The whole words which were misread by the three children are categorized according to the types of errors and presented in tables 7-1 to 7-3.

Table 7.1 Reading Errors Made by S I

Printed Word	Whole Word Response	Phonetic Coding	Type of Error
rawa	ruwa	[ruwa]	Substitution
lima	liwa	[liwa]	Substitution
buku	bukak	[bukak]	Substitution addition
mana	mama	[mama]	Substitution
sepeda	sepeda *	[sepe da]	-
kereta	kora	[kora]	Scramble
boneka	bokak	[bokak]	Scramble
lenari	leri	[leri]	Scramble
sepatu	setu	[satu]	Scramble
kelapa	kepala *	[kapa la]	Inversion

*note : *: assisted in the first and second syllables*

From total errors of reading bisyllabic (CVCV) words made by S1, 50% (2 errors) were inaccurate responses, while the 50% (2 errors) still yielded acceptable words. On the contrary, all reading errors resulted from reading trisyllabic words were scramble errors which resulted in unintelligible forms. The two acceptable words (words with asterix) were produced by deliberate assistance with the purpose to find out the level of ability of reading long words.

Table 7.2 Reading Errors Made by SII

Printed Word	Whole Word Response	Phonetic Coding	Type of Error
dahi	bahi	[b a h i]	Substitution
lina	nima	[n i m a]	Substitution
buku	duku	[d u k u]	Substitution
sepeda	ode	[o d e]	Scramble
kereta	no response	-	no response
boneka	boneka*	[b o n e k a]	Substitution
lemari	no response	-	no response
sepatu	ote	[o t e]	Scramble
kelapa	no response		no response

*note: *: assisted in the first syllable*

In the case of SII, the reversals of letters *b* and *d* account for 2 out of three errors of reading two-syllables words, which produced one acceptable word (*duku*) and one nonsense form (*bahi*). No response errors position the highest level of errors in reading three-syllables words followed by scramble errors. Assisted in the first syllable still produced error, namely substitution of *n* with *m*.

Table 7.3 Reading Errors Made by S III

Printed Word	Whole Word Response	Phonetic Coding	Type of Error
babi	ba di	[ba di]	Substitution
pita	tata	[tata]	Substitution
mana	nana	[nana]	Substitution
sepeda	no response	-	No response
kereta	no response	-	-
boneka	no response	-	-
lemari	no response	-	-
sepatu	no response	-	-
kelapa	no response	-	-

All errors in reading CVCV words made by SIII were substitution of letters, whether in initial, medial or final position of the words. Those errors produced nonsense forms. Reading long words seemed to be a too difficult task for SIII since she gave no response in reading the whole words.

The important point we can see from the results of reading errors is that the different ability among the three children that ^{was} ~~were~~ not apparent in four decoding skills (letter naming, letter matching, visual-auditory paired associates and reversal) may appear on identification of letter order in words.

From the three tables above, we can learn that the errors resulted ^{ing} ~~ed~~ from reading bisyllabic (CVCV) words are almost without exception the substitution of letters for

Table 7.3 Reading Errors Made by S III

Printed Word	Whole Word Response	Phonetic Coding	Type of Error
babi	ba di	[]	Substitution
pita	tata	[]	Substitution
mama	nana	[]	Substitution
sepeda	no response	-	No response
kereta	no response	-	-
boneka	no response	-	-
lemari	no response	-	-
sepatu	no response	-	-
kelapa	no response	-	-

All errors in reading CVCV words made by S111 were substitution of letters, whether in initial, medial or final position of the words. Those errors produced nonsense forms. Reading long words seemed to be a too difficult task for S111 since she gave no response in reading the whole words.

The important point we can see from the results of reading errors is that the different ability among the three children that was not apparent in four decoding skills (letter naming, letter matching, visual-auditory paired associates and reversal) may appear on identification of letter order in words.

From the three tables above, we can learn that the errors resulting from reading bisyllabic (CVCV) words are almost without exception the substitution of letters for

the one actually printed in the text. Such tendency may result in nonsense forms besides meaningful altered words (change the meaning of the words).

Meanwhile, no-response errors are errors which account for a big proportion of total errors of reading trisyllabic (CVCVCV) words. Thus, no-response errors are valid since early readers could be characterized as consistently high on no-response errors in their early reading acquisition. Further, through no response errors, it could be detected that reading disability is generally due to the persistent tendencies for the early readers to be unable to read the whole long words, so they kept silent.

Scramble errors are errors which follow the no-response errors in reading the trisyllabic words. Scramble error itself refers to the combination of four types of errors which, in fact, resulted in more nonsense forms than intelligible forms.

III.B. PARENT-TEACHER'S STRATEGY : THREE CASE STUDIES

The following case studies are composites based on the interview with parents of the samples of this study. In each case, parent's strategy in teaching reading is elaborated, namely from the early acquisition of reading to the stage in which a preschool child is able to read words.

III.B.1. Case I: Parent of SI

Name of the Parents Mr and Mrs Munir

III.B.1.1. Background of Teaching

Oni comes from middle class educated parents. Mr Munir is an engineer in a gas company in Surabaya while Mrs Munir is a senior high school teacher in Malang. Living in one suburb area of Malang makes it difficult for them to send Oni to playgroup or nursery school. Thus, as part of Oni's language development, Mrs Munir deliberately teaches Oni reading herself.

III.B.1.2. Planning and Teaching Reading

Mr Munir devised a four-phased program to teach Oni to read. In the first phase was alphabet familiarization. She got 3-year-old Oni interested in letters designed in alphabetical order pasted on their bed. In doing so, she played Oni a cassette of alphabet recitation songs almost every night before they went to bed. The ability to memorize the song of letter sounds made it easier for Oni to identify letter features. Identifying the first seven letters—a, b, c, d, e, f, g and A, B, C, D, E, F, G required several months. "It was longer and more difficult

than I thought." said Mrs Munir. Perhaps, it is either due to the fact that beginning learning is always difficult, or because the material is too difficult.

The second eight letters—h, i, j, k, l, m, n, o, p and H, I, J, K, L, M, N, O, P were learned shorter than the previous letters. In fact, Mrs Munir stated that learning to identify letter features was more difficult for Oni than to memorize letter sounds. The important note of this first phase is that she found that Oni had difficulty in saying out labiodental fricatives [f] and [v], uvular stop [q] and voiced alveolar fricative [z]. For this reason, she stopped teaching new letter features to Oni. Instead, letter sounds and letter features which had been recognized were memorized repeatedly.

In the second phase letters combination was taught. She taught Oni to read the combination of consonant with vowel letters (actually, it is still done up to now). Firstly, She taught Oni to combine consonant letters *b, c, d, g* with vowel letter *a* so that they became *ba, ca, da, ga*. The first four syllables were recognized by saying per single sound. The ability to read the four syllables made

Oni able to guess new syllables comprised of consonant letter and vowel letters. According to Mrs Munir, Oni was succeeding on about more than half of them. She even asked her mother if she was not able to recognize

In the third phase, Oni was taught to read other consonant-vowel combination. At this stage, the vowels were *e, i, o, u*. At this stage, Oni's learning required some helps and rewards.

Mrs Munir stated that reading the whole word was done by reading per syllable, some of which still required assistance. Reading simple words or VCV words such as *ini, ibu, itu, ada, apa* did not require much help. Oni can read much of them by herself. Upon the question whether Oni could recognize closed-syllable-final word, Mrs Munir answered that it was too difficult for Oni. It was because she read the second syllable, for example in the word *upik* as *pik* (assisted first). Later on, she would read the syllable as *pis, pim* or *pir*.

Looking into the matter, Mrs Munir is considered successful in teaching her daughter reading. Using phonics method, she implicitly disagreed with the whole-word method since she believed that a child will only remember

certain words, and being faced with other letters combination will make it difficult for her to recognize.

III.B.2. Case II: Parent of Sample 11

Name of the Parents Mr and Mrs Barep

III.B.2.1. Planning and Teaching Reading

Actually, Mrs Iput (this is how I call Dito's mother) did not set a particular strategy in teaching Dito reading. It was just when Dito was about 3 years old, she recognized the sounds of the first five letters of the alphabet and asked Dito to repeat it. Surprisingly, Dito was able to do it immediately. Thus, she started to teach Dito the sounds of letters *a, b, c, d, and e*. In a playing manner, the lesson was reinforced: she said '*a*'- Dito said '*b*', '*c-d*' and so on. This playing method seemed interesting enough for Dito since after repeating several times, he could say those sounds himself correctly.

Such lesson was done in a continuum, from the first five letters to the second, the third and the last six letters of the alphabet. According to Mrs Iput, teaching letter sound identification was not difficult, even a very

young child might easily accept. The only difficulty Dito had was in pronouncing certain letter sounds. For example, the voiceless uvular fricative [ʁ], uvular stop [q], or voiced alveolar fricative [z]. But Mrs Iput gave Dito special training until he could pronounce those sounds precisely.

According to Mrs Iput, the problem arose in teaching to recognize letter shapes which particularly dealt with the age level. For example, Dito's short span attention since he was probably bored. Estimating that Dito might need a more interesting materials, she decided to subscribe to a child magazine. Since she relied on the importance of uppercase letters to be recognized first, Dito was taught uppercase letters identification. The

first was letter feature A. After recognizing the feature of that letter, she asked Dito to identify letters in the pages of the magazine which was the same as the letter she had just identified. It worked since Dito was able to master the identification of all uppercase letters through that method. Therefore, Mrs Iput used the same method in teaching to recognize lowercase letters.

As Dito had mastered letter sounds as well as their

distinctive shapes, Mrs Iput taught Dito to read the combination of consonant-vowel letters. The first vowel letter *a* was combined with consonants commonly found in Indonesian early reading material such as *b, c, d, g, j, l, m, n, p, s, r*. The rest four vowels were taught as the way *a* was. Learning to read consonant-vowel letters combination is still done up to now.

III.B.3. Case III: Parent of Sample 111

Name of the Parents Mr and Mrs Sigit

III.B.3.1. Background of Teaching

Mr and Mrs Sigit have two children : Jati (8) and Nia (3;10). When Jati was around 3, his grandmother taught him to read (at that time, he was frequently left in his grandmother's house while his parents were working). As the result, Jati was able to read before entering kindergarten. Thus, he attended kindergarten for only one year. Based on the observation on what was experienced by Jati, Mr and Mrs Sigit decided to teach Nia to read at early age before her school time. They believe that

children are not innately rewarded with ability or willingness to learn to read. They need stimulation and instruction in acquiring reading.

III.B.3.2. Planning and Teaching Reading

Simulating what had done by Nia's grandmother, Mr Sigit used a model instead of written letters as first teaching strategy. The first step, he taught Nia the features and the sounds of the first three uppercase letters A,B,C, followed by the next three letters, and so on. Nia could quickly learn them. Perhaps, because the plastic model of letters had interesting colours. For about two months, he taught the girl the features of 26 uppercase letters and their sounds.

Mr Sigit admitted that at around age 3, a child had difficulty in pronouncing certain sounds such as [f], [v], [q], [X] and [Z]. Such special training to sound out was quite helpful for a child. However, interestingly Nia could not identify those letters and their sounds in the tasks.

In later lesson stage, the girl learned to identify the features of 26 lower case letters and their sounds.

The method used was still the same. Learning at this stage required shorter time than previous learning. After finishing letter identification and letter-sound relation lessons, Mr Sigit decided not to give another lesson. Instead, Nia was given reinforcement for what she had learned.

In the sixth month of the instruction, Nia started to learn to read written words. At this stage, the learning was on consonant-vowel blending. The first consonant was *p* and the first vowel was *a* since the target word was *papa*. The next was combination of letter *m* with vowel *a* for target word *mama*. The name of her brother *Jati* and her name *Nia* were recognized by using whole word memorization correctly for *Jati* had taught her to read those words.

The rest four vowels *e*, *i*, *o*, and *u* were taught to combine with consonants the same way as *a* was. According to Mr Sigit, learning to read at this stage was considered easier for Nia since she was able to read consonant-vowel letters combination quicker than to learn to recognize letters and their sounds.

At present, Nia is attending her first year at kindergarten. She is able to read many simple short words

correctly though by spelling first. She likes to learn to read and often asks her father to record her learning process so that she can hear the recording on the way she goes to school.

The note that should be underlined from case studies above is the same method of teaching used by the three parent-teachers, namely phonics methods. It explains that they emphasize the importance of letter-sound relation in children's early acquisition of reading. The implications are parents may ignore the difficult letter features and their sounds and the existence of parent's effort to make the child able to pronounce as well as to identify. However, prekindergarten child is evidently able to cope with the training to say the labiodental fricatives [f] and [v], uvular stop [q] even alveolar fricative [ʃ] and [ʒ].

111.C. QUALITATIVE INTERPRETATION

The results of the tasks of early reading measurement reveal that early readers show an average ability in reading. At the age of 3-4, prekindergarten readers seem to have basic competence in all prereading

the position of a word or in the individual position. Child's inability in doing this task appears to be due to his visual immaturity. That is why it is difficult for him to distinguish though he has learnt to recognize it several times. However, all these results can make general point that the early readers are found to be able to perform their skills in grapheme-phoneme matching tasks.

Meanwhile, inability to read certain words correctly and precisely can be interpreted separately: bisyllabic words from trisyllabic words. Psycholinguistically, inaccurate responses produced from reading two-syllables words can be considered as indications of perceptual inaccuracies or evidence of a poor sight vocabulary. Yet, considering satisfying results of perceptual task, then inability is greatly determined by child's poor sight vocabulary. This finding is supported by the fact of teaching reading method the parents are using.

The case studies presented previously prove that the parent-teachers use phonics method. It explains that they stress on the importance of letter-sound relation as prerequisite for reading. The implication is that children

perform better in decoding skills than in sight word recognition. In fact, words are read by decoding per single letter. Thus, children's error patterns in word reading deal with word components. They tend to alter single letter from the one actually printed in the text.

A poor sight vocabulary is also supported by the frequent repetitions of small vocabulary in early readers' reading materials, particularly two syllables(CVCV) words. Some simple words are admitted to be repeated to teach by the parent-teachers. The examples are the words *mama*, *tuti*, *susu*, *kuku*. As a consequence, a child tends to focus attention to the initial letter of the word and guess the rest. Such tendency may lead to successful word recognition strategy of reading, particularly when vocabulary is severely limited since the words resulted could be meaningful though the real meaning may be changed. But at some point, it will bring to disastrous effect since the words resulted could be nonsense or meaningless.

The outcomes from reading long (CVCVCV or three-syllables) words show the evidence of young children's inability to attain this stage. The responses from reading

the whole long words can be claimed to be all unintelligible. Some considerations can explain early reader's failure to carry out this task.

The first is word span consideration. It is important to note that young children approach reading with a static set of strategy. In order to read the whole word, they spell per individual sound, put the sound together and read the syllable. The following syllable or syllables are read by the same strategy. It shows the evidence of phonemic coding interference in reading. All in all, the reliance of phonemic coding corresponds to the nature of short term memorization (STM). Due to child's limited capacity of memorization, reading four related letters which have been just spelled can still be done. But children cannot hold six related letters so that they are not able to recall without errors. Moreover, to code those letters into one meaningful unit (word).

In addition to consideration of word span connected with memory capacity, the second way in which inability to read long words can be interpreted is via consideration of the age of the children. Error detection data can provide information about relatively low achievement of young

children in reading (but it still requires comparison with reading attainment of older children). This finding confirms the previous finding that prekindergarten readers do not yet have the capacity to process graphic and semantic features in parallel. Thus, we can say that children are in the phase of handling only the graphic information and simply emit speech.

All in all, reading achievement of prekindergarten children can be a pride. But they cannot be considered good-achievers of word reading since failures mostly found at this stage, particularly in reading long words. Parent's method of teaching reading appears to be quite influential in child's reading achievement as well as in his reading strategy. If parents use alternative teaching method, it is quite likely that analysis of elicited data requires different interpretation.

Finally, it is important to note that young children in early stage of their reading ability can hardly develop reading strategy themselves without guidance and stimulation. However, it will develop along with their age. In my opinion, early readers will tend to be far better readers in their school years than their equally bright classmates who do not learn to read early.



CHAPTER IV CONCLUSION