

CHAPTER IV

C O N C L U S I O N

Learning to read in preschool children is negligible if not neglected, particularly in most part of our society. The common thought is that preschoolers are still in their playing age, thus, have not been ready to acquire reading yet. In fact, many children are proved to have learnt to read at their early ages. This forms the background of this study.

With the main purpose to find out prekindergarten reader's reading achievement, three 3-4 years old children with their parents are used as samples of this study. While child's reading ability is assessed by using assessment technique, the results of the assessment are analyzed by using response analysis and error analysis techniques. Meanwhile, parent's strategy in teaching reading is presented in case study.

Children may vary in their rate and strategies of learning. However, they learn to identify letters in order to be able to read words whether they want or not and regardless the method of teaching used. Therefore, as a tool predicting prekindergarteners ability in reading, I use verbal tasks on reading which comprise the most important skills as prerequisites to word recognition.



Next, to find out the precise reading ability, I devise word recognition task for the children to carry out.

The analysis of the results reveal that basically early readers have average reading ability. They have mastered decoding skills which range from letter naming, letter matching, and letter-sound matching skills. They are also able to perform their word recognition skill though not as good as it is expected. However, at some point, a child shows some weaknesses in carrying out some items of the tasks.

On the one hand, inability to identify some letters can be caused by two factors: low-frequency usage of the letters in child's learning process and child's short term memory (STM) factors which makes him difficult to recall the letters he has recognized. On the other hand, child's inability in discriminating similar letter features seems to be due to his visual immaturity.

Reading bisyllabic or CVCV words appears to be not too high task. Errors at this stage mainly deal with the substitution of letters from the ones printed in the text which result mostly in nonforms. It indicates that early readers at these ages are not able to attend to graphic-semantic information at the same time. This inability is determined by a poor sight vocabulary and repetitions of small vocabulary in child's reading material.

The most intolerable errors come from reading long words (CVCVCV words) . All types of errors can be found from reading these words which produce unintelligible form of words. This reading deficit can be due to child's limited memory capacity so that he does not able to hold the six letters he has just spelled. Thus, word span can also explain child's inability in doing this task. Another inability causal is the age level of children which makes it difficult for them to respond to this task correctly.

The main characteristic of early readers recognizing words is their strategy in reading. The pattern recognition is reading individual sound, putting the sounds together and reading the syllable. Such strategy indicates phonemic coding interference in reading process.

Children's reading attainment and their strategy in reading are undoubtedly influenced by the type of reading instruction that the children are receiving. Thus, the role of parents in the acquisition of reading is quite influential. And children who acquire reading at prekindergarten ages can hardly develop reading strategy themselves. In other words, the activation of children's learning to read process depends on parents' effort and instruction.

Further studies on preschool children reading acquisition should consider the role of other family members such as grandparents, aunts, uncle or siblings. Socioeconomic background should also be a counted consideration in reading aquisiton research.



BIBLIOGRAPHY