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LITERACY SKILLS OF PRESCHOOL CHILDREN

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PARENT INVOLVEMENT IN EMERGENT LITERACY SKILLS OF
PRESCHOOL CHILDREN

Chiah Sew Ching

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ABSTRACT

This study sought to find out the levels of emergent literacy skills of 20 preschool children and parent involvement in enhancing these emergent literacy skills.

The subjects in this study consisted of 20 5-year-old children of a kindergarten in Ipoh and 10 of their parents.

The study was conducted using two instruments. A reading and language inventory was used to measure the emergent literacy skills of the children. A parent interview schedule was used to obtain information about parent involvement.

Findings showed that children in this study had acquired some basic knowledge of the alphabet. They performed moderately well in hearing letter names in words. Many of these children were able to read environmental signs and labels in logo but only a few could read them in standard print.

Parents of children with high emergent literacy scores were actively involved in teaching their children to read and write. They also read to their children and told them stories. Two parents of children with high emergent literacy scores brought them to libraries to borrow books for their reading pleasure. All the parents controlled their children's television and video habits.

However, parents of children with low emergent literacy scores did not teach their children how to read and write. They did not spend time reading and telling stories to them. These children spent a considerable amount of time watching television and video programmes.

The findings lead to the recommendation that parents should be more actively involved with their children's emergent literacy development. They should spend more time teaching, guiding, telling stories and reading to them.

This study hopes to give readers a glimpse of children's emergent literacy skills and parent involvement in enhancing these skills.

PENGLIBATAN IBU BAPA DALAM KEMAHIRAN LITERASI AWALAN KANAK-KANAK PRASEKOLAH

ABSTRAK

Kajian ini bertujuan mencari tahap-tahap kemahiran literasi awalan sekumpulan kanak-kanak tadika dan penglibatan ibu bapa dalam mempertingkatkan kemahiran-kemahiran literasi awalan ini.

Subjek-subjek dalam kajian ini mengandungi 20 orang kanak-kanak yang berumur 5 tahun dari sebuah tadika di Ipoh dan 10 orang daripada ibu bapa mereka.

Kajian ini menggunakan dua alat. Inventori membaca dan bahasa telah digunakan untuk mengukur kemahiran-kemahiran literasi awal kanak-kanak ini. Satu jadual temuduga ibu bapa telah digunakan untuk memperoleh maklumat tentang penglibatan ibu bapa.

Dapatan-dapatan kajian ini menunjukkan bahawa kanak-kanak dalam kajian ini telah memperoleh pengetahuan asas tentang abjad. Mereka juga berkebolehan melakukan tugas 'hearing letter names in words'. Sebilangan besar kanak-kanak boleh membaca tanda-tanda dan label-label persekitaran dalam logo. Tetapi, hanya beberapa orang kanak-kanak sahaja yang dapat membaca tanda-tanda dan label-label persekitaran dalam bentuk 'standard print'.

Ibu bapa-ibu bapa kanak-kanak skor tinggi dalam literasi awalan melibatkan diri secara aktif dalam pengajaran membaca dan menulis. Mereka juga membaca dan bercerita kepada kanak-kanak mereka. Dua orang ibu bapa kanak-kanak skor tinggi dalam literasi awalan membawa anak-anak mereka ke perpustakaan meminjam buku untuk dibaca pada

waktu lapang. Semua ibu bapa dalam kategori ini mengawal tabiat-tabiat menonton televisyen dan video anak-anak mereka.

Sebaliknya, ibu bapa kanak-kanak skor rendah dalam literasi awalan tidak mengajar anak-anak mereka membaca dan menulis. Mereka juga tidak membaca dan bercerita kepada anak-anak mereka. Kanak-kanak ini menghabiskan banyak masa menonton televisyen dan video.

Berdasarkan dapatan kajian dicadangkan bahawa ibu bapa harus melibatkan diri dalam perkembangan literasi awalan kanak-kanak. Mereka harus menggunakan lebih banyak masa mengajar, membimbing, bercerita dan membaca kepada anak-anak mereka.

Adalah diharapkan kajian ini dapat memberikan satu gambaran ringkas tentang kemahiran-kemahiran literasi awalan kanak-kanak dan penglibatan ibu bapa dalam mempertingkatkan kemahiran-kemahiran yang tersebut .

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