

MODUL BAHASA INGGRIS UNTUK GURU SD

 (PSD 316)

Materi 6

TEACHING READING FOR YOUNG LEARNERS

Disusun Oleh

Dr. Febriyantina Istiara, M.Pd

UNIVERSITAS ESA UNGGUL

2018

TEACHING READING FOR YOUNG LEARNERS

1. **Introduction**

This module becomes a part of Teaching reading for young learners. Reading strategies topic is as introductory of this subject because students should adapt themselves in reading certain texts. Thus, students may understand what they have by using their own reading strategies.

Reading is one of the language skills that should be learned by the students. It is a learning process of transferring information from the writer to the reader in written form. The author is the sender of information, ideas and the reader is the receiver of the message

Therefore, the aim of reading is to attain an optimal level of comprehension of meaning. Reading gives many advantages for students because they can receive more information after reading. But the suggestion that elementary school children should do little or no reading is an overreaction to the problems secondary school.

Reading is essential to success in our society. The ability to read is highly valued and important for social and economic advancement. Of course, most children learn to read fairly well. In fact, a small number learn it on their own, with no formal instruction, before school entry (Anbar, 1986; Backman, 1983; Bissex, 1980; Jackson, 1991; Jackson et al., 1988). A larger percentage learn it easily, quickly, and efficiently once exposed to formal instruction.

1. **Basic Competencies**

Understanding kinds of reading for elementary school.

1. **Kemampuan Akhir yang Diharapkan**

1. The students will be able to know about reading.

2. The students will be able identify the principles of teaching reading for children.

**D. Learning Activities 1**

 **Teaching Reading To Young Learners**

* 1. Uraian dan contoh

**I. Why reading is important**

From time to time people have wondered why reading is important. There seems so many other things to do with one's time. Reading is important for a variety of reasons. We will look at some of those fundamental reasons below, but it is important to realize that struggling with vital reading skills is not a sign of low intelligence. For example, John Corcoran, who wrote The Teacher Who Couldn't Read, is a very intelligent man. He graduated from High School and College, became a popular High School teacher and later a successful business man,  all without being able to read. Many highly intelligent people have struggled with reading; although, when properly taught, most people can learn to read easily and quickly.

Now, if a man like John Corcoran can succeed without reading, why is reading important? A person should really read Mr. Corcoran's story to get the feeling of shame, loneliness and fear that he experienced before he learned to read. He was able to succeed in spite of this major handicap because he was a man of intelligence, ability and determination. But, make no mistake, it was a handicap that made life harder and less enjoyable.

**II. What is reading ?**

 Reading is how we discover new things and how we develop a positive self-image. The ability to read is a vital skill in being able to function in today's society. Reading is important because it helps to expand the mind and develops the imagination.

A person who knows how to read can educate themselves in any area of life they see fit. People who don’t read or are poor readers often have low opinions of themselves and their capabilities. They mostly feel isolated and behaviour problems surface. As we live in an age abundant with information, reading is the only way to become informed.

 Reading is one of the most important skills in language learning. It is a crucial skill for students of English as a Foreign Language (Debat, 2006:8). Being able to read, as well as to write, enables the students to speak more communicatively, which is the main goal of language learning. One of the milestones in children’s education is how and when they learn how to read. Millions of EFL children are learning reading as part of learning English, and thousands of EFL teachers are searching for an approach to teaching reading that will work most effectively.

 Teaching and learning reading are not easy. However, teaching and learning reading are not difficult, either. Reading requires specific instruction and conscious effort (Fromkin, Rodman, and Hyams, 2007, p.522). The problem is how to find and decide the good, effective, and useful approach for teaching reading, especially for teaching reading to children or young learners. Teaching children or young learners is not easy because they have their unique characteristics in learning. The concern of this paper is finding the effective way of teaching reading to young learners in EFL context. The writer will discuss some important aspects that need to be considered in relation to find the suitable and effective way of teaching reading to children. The discussion of this paper is expected to be useful for English teachers in order to develop the process of teaching English for young learners.

**III. Teaching English Reading to Young Learners**

 Teaching young learners is different from teaching adults. According to Klein (2005, p.12), young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. In addition, Ashworth and Wakefield (2005, p.3) claim that all young children are highly motivated to learn language. Harmer (1985; cited in Sosiowati, 2003) says that young learners are curious, like to seek teacher approval, tend to be bored very easily, and do not like sitting and listening for a long time. However, the curiosity and sufficient notices and appreciation from their teacher will motivate them to do something. Furthermore, they require constant changes of activities; and they need to be involved in something active and appreciated by their teacher. Students will be more successful if teachers match the teaching style to their learning style. Verster, cited in Sosiowati (2003) says that young learners may prefer either visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning. These learning styles will then lead to different approaches or methods used by teacher in the classroom. Furthermore, in order to support English language teaching in the classroom, teachers should have some competencies, especially the competencies to teach English to young learners. Linse (2006) mentions three characteristics of competent EYL teachers.

 The characteristics are as follows: 1) YL teachers need to have a very good language skills because they provide the main language input for children who may have limited exposure outside the classroom. They need good interaction skill in order to use the kind of activity based and interactive methods which seem most suitable for young learners.

 They also need a flexibility to be able to adjust their language to the children’s level. Knowledge of English so they can provide feedback, and a rich knowledge of the culture so as to get children interested, 2) YL teachers need a knowledge of how children learn foreign languages and appropriate teaching strategies for teaching English so as to create interest in learning English and (3) YL teachers need to have knowledge of children’s cognitive, linguistic and emotional development as these impacts on their foreign language learning.

 **a. Different Aproaches to Teaching Reading**

 Reading is central to the learning process. To access critical information from enormous data banks, students will need to be able to read complex material with a high degree of comprehension (Parkay and Stanford, 1998, p.445). Learning to read can begin from text level; from sentence level; from word level; or from letter level. Each starting point has produced approaches to teaching reading that can be used in the foreign language classroom.

 **b.** **Emergent Literacy**

 ”Emergent literacy” describes the phenomenon in which children seem to learn to read without any teaching, gradually, and through exposure to text and to reading (Hall, 1987; cited in Cameron, 2001, p.145). When children spends lots of time being read to from interesting and appropriate books, some will begin to work out for themselves the patterns and regularities that link spoken and written text. Cameron (2001, p.146) mentions the features of emergent literacy that are most relevant for foreign language teaching. They are: (1) children choose the books they want to hear and read; (2) children are motivated by choice and by the quality of the writing they encounter; (3) children often choose to read the same book many times, and this is a valuable learning experiences; (4) meaning comes first because the child understands the story as a whole; (5) from this overall meaning, attention moves to whole words and letters, beginning with initial consonants, then final consonants, then vowels in the middle; (6) the link between reading and oral skills is very strong because children adopt and play with the language of the story; (7) parents can be involved with their children’s language learning through reading aloud with them.

Coopers say, “Read aloud to your children every day.” This is probably the most important daily activity parents can do in teaching children to read. Reading to children increases their knowledge of the world, their vocabulary, their familiarity with written language (‘book language’), and their interest in reading.

 **c. Language Experience Approach**

 The Language Experience approach (LEA) starts children reading at sentence level, and its key feature is the child’s use of his or her own experience as the topic of the texts. This approach builds upon the notion that if children are given material to read that they are already familiar with, it will help them learn to read. Ediger (2001, pp.158-159) summarizes that typically a class of LEA would follow a series of steps like this: (1) The student or class dictates a “story,” usually based upon an experience they have had, that the teacher writes down on a large sheet of paper; (2) the teacher then reads the story to the class (this “reading” may be repeated several times until the children are familiar with what have been written); (3) depending on their level of ability and needs, the class will the engage in various extended activities based upon the original story, including focusing on individual words, letters, or meanings of various parts; 4) finally, the children are expected to move from the stories they have dictated toward being able to read those written by others. Because the children have “composed” the stories themselves, there is a close match between their knowledge or experience and the texts they read. There is an approach called Whole Language approach which has almost the same characteristics as the Language Experience Approach. Advocates of the Whole Language approach believe that reading is part of general language development, not an isolated skill students learn apart from listening, speaking, and writing. Teachers in whole-language classroom seldom use textbooks; instead, young students write stories and learn to read from their writing, and older students read literature that is closely related to their everyday experiences (Parkay and Stanford, 1998, p.364). In addition, the Whole Language approach is a philosophy of learning. This approach stresses that language should be learned in a natural and meaningful context. Words should be learned as complete words, and sentences and whole stories should be learned with as little analysis as possible. Wherever possible, the children are expected to guess the meaning of unfamiliar words from the context or from hints. Therefore, the children need a lot of exposure to words orally before they read or write them. They can guess how to read words from context without breaking the words down phonically. That is why getting the children to listen to and say many words is important. Reading aloud for children can be one of the best ways to give exposure of words for children. In addition, Cameron (2001, p.141) suggests teacher (or other adult) to read aloud to young children because it has an enormous range of benefits. She says that from listening or watching an adult read aloud, children can see how books are handled, how texts encode words and ideas, and how words and sentences are set out on a page. Affectively, reading aloud can motivate children to want to read themselves.

 **d.The Whole Word / Key Words Approach**

 It starts from word level, with children looking at single words on cards to encourage rapid whole word recognition (Cameron, 2001, p.148). In the Whole-word approach, the children learn words such as cat, dog, or ship as whole, independent words. Other experts call this approach as sight word or look-say method, which teaches children to recognize whole words or sentences rather than individual sounds. Flash cards with individual words written on them (which are often accompanied with related pictures) are used for this method. Many children actually memorize the spelling. Whether or not the children picture the word as a whole or memorizing the spelling, the important point is that they are learning independent words and are not focusing on the connections between one word and another. The children may practice reading by drawing pictures next to words, by coloring the pictures, and even putting the words in puzzles, and these methods certainly do a lot to increase the children’s retention of the words. But the children are still focusing on independent items of knowledge rather than underlying patterns (Paul, 2003, p.85). The term “key words” was used because the sight words taught were taken from the most frequently used words in English. This can help children quickly identify such common function words as of, and, for, and the. These words do not have clear lexical meanings but create meanings when they are used with content words. In learning to read, these words are probably better, and more easily, learnt through multiple encounters in contexts of use, rather than separated from other words.

**e. The Phonics Approach**

 The phonics approach is probably the best known and widely used method to teach reading and writing in the English language. This approach generally emphasizes teaching children to match individual letters of the alphabet with their specific English pronunciations, with the idea that if children can “sound out” or decode new words, they will be able to read independently. They then will be able to blend two letters together to make simple words then three letters, then four and so forth. Decoding is the process of identifying the written words using the alphabetic code to determine pronunciation ad meaning (Riley, 1999, p.45). Phonics generally involves teaching children the sound-letter relationships used in reading and writing. A related type of knowledge, phonemic awareness, involves children understanding that speech is made up of individual sounds, including such things as the ability to tell if two words begin or end with the same sound, and the ability to focus on the form of speech apart from focusing on its meaning or content (Strickland, 1998; cited in Ediger, 2001, pp.157-158). Phonemic awareness is also important for literacy development and frequently taught with phonics. Phonics is often taught in a rather mechanical way with the children memorizing a lot of rules, doing a lot of repetition, and reading and writing sentences that have little personal meaning for the children. It can be very on a card. dry, boring, and demotivating, if done in isolation, so it is probably preferable to incorporate five or ten minutes of concentrated phonics work inside other activities, such as story reading, class joint writing, song and rhymes, and others (Cameron, 2001, p.149). Moreover, when phonics is introduced in a more child-centered way, it can be a wonderful tool for giving the children a confident, positive, and adventurous approach to reading. Paul (2003, p.88) introduces “active phonics”, which involves a lot of games, as follows. The children play and play, moving through a phonic sequence which fits together and makes sense, discovering and linking each stage of the sequence as they go along. This can give children the confidence to take risks and learn from mistakes. It can make words in the Roman alphabet much more approachable, encourage the children to notice patterns they can use to read and write new words, and most important of all, active phonics can help the children smile and have a lot of fun. According to Gagen (2005), direct systematic phonics programs are the most effective way to teach children to read. The programs effectively build the essential foundation for higher level proficient reading skills. Paul (2003, p87) claims that learning phonics can give EFL learners the confidence to try and read words that would otherwise feel alien and distant, and it can give them the motivation to approach a book with a positive attitude.

**f. Reading Improves Vocabulary**

 When you are reading books, particularly demanding ones, you will probably find yourself exposed to many new words. As you read you find the importance of words by reading the context of those same words in a sentence. Continue reading and you will continue learning.

**IV. What Reading Strategies are**

 Basically, you need to answer this particular question. Reading strategies in common are activities being done to extract as many as information available consciously done by readers (Nording, *et al*, 2013: 469). Thus, students or any readers should develop their strategies to comprehend any text they read. Furthermore, McNamara (2009: 1) explains that reading strategies give readers to overcome difficulties in more efficient way and with by the time readers practice reading strategies will lead the readers to gain better understanding with text they read. In sum, reading strategies play important roles to help readers, students and scholars to solve any difficulties to comprehend the text. It will be better that reading strategies being used suit for the readers’ need and style.

**Why is reading important?**

 Reading is an important way to gain information and will underpin much of your academic study including researching and writing assignments, revising for exams and following up on information taught in lectures. Most academic reading is motivated by the need to find and understand information and develop ideas and arguments.

**Before you start reading**

 Before you start reading it is important to consider how much detail is required and the amount of time you are able to dedicate to the task. This will help you set realistic goals of what you can accomplish within a given time. It is helpful to approach reading by developing a basic understanding of the topic before studying it in depth.

- Scanning to get a general feel for the text. Look over the material quickly for key words, headings and illustrations. You can get an idea of what the text is about by reading the first and last sentence of each paragraph.

**Children’s Literature**

 The content of children’s literature can motivate the interest of students to learn a new language. Bringing in children’s literature into English language class can also create opportunities for language learners to practice language in purposeful ways, and the experiences of reading children’s literature encourages language learners to construct meaning and to engage in active reading (Rigg & Allen, 1989; cited in Liu, 2000, p.189). Among types of children’s literature, the picture book is the one that has been suggested and used often by teachers because both the pictures and the text work interdependently to tell a story, and the language rich illustrations create a rich contextualization (SpangenbergUrbschat & Prtichard, 1994; Hadaway, Vardell, & Young, 2002; cited in Liu, 2000, p.191) It is important to select books to support student learning from every genre of children’s literature (Popps, 2005, p.85). A literary genre is a specific kind of literature, such as biography, poetry, or historical fiction, and each genre has certain characteristics that distinguish it from the others. Moreover, there are certain characters that can be learn from each of the story.



Picture 1. I love read

**Problems between reading for children**

* Read to slowly
* Don’t have enough have vocabulary
* Bored
* Would rather watch video and youtube or games
* Moody
* there are some children who are difficult to manage

**g. Societal Challenges of Reading**

 Parents, educators, community leaders, and researchers identify clear and specific worries concerning how well children are learning to read in this country. The issues they raise are the focus of this report:

1. Large numbers of school-age children, including children from all social classes, have significant difficulties in learning to read.

2. Failure to learn to read adequately for continued school success is much more likely among poor children, among nonwhite Suggested Citation:"1. Introduction." National Research Council. 1998. Preventing Reading Difficulties in Young Children. Washington, DC: The National Academies Press. children, and among nonnative speakers of English. Achieving educational equality requires an understanding of why these disparities exist and efforts to redress them.

3. An increasing proportion of children in American schools, particularly in certain school systems, are learning disabled, with most of the children identified as such because of difficulties in learning to read.

4. Even as federal and state governments and local communities invest at higher levels in early childhood education for children with special needs and for those from families living in poverty, these investments are often made without specific planning to address early literacy needs and sustain the investment.

5. A significant federal investment in providing bilingual education programs for nonnative speakers of English has not been matched by attention to the best methods for teaching reading in English to nonnative speakers or to native speakers of nonstandard dialects.

6. The passage of the Americans with Disabilities Act (ADA) provides accommodations to children and to workers who have reading disabilities. In order to provide full access for the individuals involved, these accommodations should reflect scientific knowledge about the acquisition of reading and the effects of having a reading difficulty.

7. The debate about reading development and reading instruction has been persistent and heated, often obscuring the very real gains in knowledge of the reading process that have occurred.

 In this report, we are most concerned with the children in this country whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy. Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy (Stedman and Kaestle, 1987). In a technological society, the demands for higher literacy are constantly increasing, creating ever more grievous consequences for those who fall short and contributing to the widening economic disparities in our society (Bronfenbrenner et al., 1996). These economic dispari-ties often translate into disparities in educational resources, which then have the self-reinforcing effect of further exacerbating economic disparities. Although the gap in reading performance between educational haves and have-nots has shrunk over the last 50 years, it is still unacceptably large, and in recent years it has not shrunk further (National Academy of Education, 1996). These rich-get-richer and poor-get-poorer economic effects compound the difficulties facing educational policy makers, and they must be addressed if we are to confront the full scope of inadequate literacy attainment (see Bronfenbrenner et al., 1996).

 Despite the many ways in which American schools have progressed and improved over the last half century (see, for example, Berliner and Biddle, 1995), there is little reason for complacency. Clear and worrisome problems have to do specifically with children's success in learning to read and our ability to teach reading to them. There are many reasons for these educational problems—none of which is simple. These issues and problems led to the initiation of this study and are the focus of this report.

 The many children who succeed in reading are in classrooms that display a wide range of possible approaches to instruction. In making recommendations about instruction, one of the challenges facing the committee is the difficult-to-deal-with fact that many children will learn to read in almost any classroom, with almost any instructional emphasis. Nonetheless, some children, in particular children from poor, minority, or non-English-speaking families and children who have innate predispositions for reading difficulties, need the support of high-quality preschool and school environments and of excellent primary instruction to be sure of reading success. We attempt to identify the characteristics of the preschool and school environments that will be effective for such children.

**V. Conclusion**

 Children should bring each new situation of their own previous experience and background and interpret new information from that perspective. Approaches, methodologies, or techniques in the teaching and learning are used to support it. To develop good reading abilities, all approaches should be considered. However, there is no one best approach to teaching reading, because one that works for one child may not work at all for another child. Good teachers have to recognize that children learn in different ways and require different strategies. High-quality and interesting book can be the most valuable and effective material or resource for the teacher to enhance the children’s reading ability. The stories from the book which are read aloud by adult can be the source of language exposure for children. That is one of the proofs that the role of the parent or teacher in supporting reading progress is crucial. In addition, research shows that reading to children has many other positive outcomes. In conclusion, there are three important points for children reading success, namely: (1) innovative and suitable approach, (2) effective material, and (3) parent or teacher. All these three elements are critical in order to teach all kids to read.

1. Latihan

** **

**a. Read the text and answer the questions!**

It is a zoo. There are so many animals there. They are elephant, monkey, zebra and giraffe. The monkey can limb. The giraffe can take leaves high. The elephant can take water with its long nose.

1. Where are the animals?
2. What animals are there?
3. What can the monkey do?
4. What does the giraffe take?
5. How does the elephant take water?
	1. Tes Formatif

**Choose Questions 1 and 2 refer to the following news report.**

 Traffic was topped for more than four hours yesterday because of an accident. A car hit a bus on State Street at about 5.30 p.m. Three bus passengers were taken into the hospital. Police closed two blocks of State Street until 9.45 and directed traffic to Main Street.

1. Where did the accident happen?

A. On main Street

B. At the bus station

C. On State Street

D. Near the hospital

2. How many victims were there?

A. One

B. Two

C. Three

D. None

Jawaban : C

**Questions 3 and 5 refer to the following advertisement.**

One Database Online Service

We are the leading company that provides online marketing service, supply chain chart, and business consultation service. Our currect fields of expertise are:

- Online marketing

- Salesmanship training

- Supply chain survey

- Human resources

- Manufacture

For more information, call One Database,Inc. At 1-700-444-2020

3. Who is the advertisement most likely intended for?

A. A student

B. Alarge company

C. A family

D. An applicant

4. What does “Database” refer to

A. The room of an office

B. Part of a mailing address

C. A collection of various components

D. Name of the company

5. What is “salesmanship training’ service?

A. A service provided to train security force

B. A training session for all company’s sales

C. An open recruitment for salesman position

D. A seminar on how to increase company’s total sales.

* 1. Umpan Balik dan Tindak Lanjut

Please match your answers above with answer key of formative test 1 which is located in the end of the module. Measure your topic mastery of learning activity 1 with formula given below:

Level of mastery= (total of right answers: 5) x 100%

Vey good = 90-100%

Good = 80 - 89%

Fair = 70 – 79%

Poor = 0 – 69 %

If level of mastery of the topic is more than 80%, you can continue to learning activity 2 . If level of mastery is less than 80% you need to re-do learning activity 1 especially from you have not understood part.

**E. Kegiatan Belajar 2**

* 1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

**F. Kegiatan Belajar 3**

* 1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

**G. Kunci Jawaban**

* 1. Tes formatif 1

Text

* 1. Tes formatif 2

1. c

2. c

3. b

4. c

5. b

**H. Daftar Pustaka**

Ashworth, Mary and H. Patricia Wakefield. (2005). “Teaching the world’s children - ESL for ages three to seven.” In English Teaching Forum. Vol. 43. No. 1. Pages. 2 - 7. Washington DC, USA: United States Department of States.

Cameron, Lynne. (2001). Teaching Languages to Young Learners. New York, NY: Cambridge University Press.

Cooper, Tom and Shelley. Teaching Reading: Part One. http://www.teaching-children-toread.net/. Accessed on December 17, 2008

Debat, Elba Villanueva de. (2006). “Applying current approaches to the teaching of reading.” In English Teaching Forum. Vol. 44. No. 1. pages. 8 - 15. Washington DC, USA: United States Department of States.

Ediger, Anne. (2001). Teaching children literacy skills in a second language. In Marianne CelceMurcia (Ed) Teaching English as a Second or Foreign Language. 3rd Ed.. Pages. 153 – 169. Boston, MA: Heinle & Heinle.

 Fromkin, Victoria, Robert Rodman, and Nina Hyams. (2007). An Introduction to Language, 8th Ed.. Boston, MA: Thomson Wadsworth.

Gagen, Miscese R. (2005). “The equation for reading success.” In Right Track Reading Lesson. http://www.righttrackreading.com /. Accessed on December 16, 2008.

Gagen, Miscese R. (2005). “Direct systematic phonics is the most effective way to teach children to read – Just the facts!” In Right Track Reading Lesson. http://www.righttrackreading.com /. Accessed on December 16, 2008.

Klein, Kerstin. (2005). “Teaching young learners.” In English Teaching Forum. Vol. 43. No. 1. Pages. 12 - 17. Washington DC, USA: United States Department of States.

 Learning First Alliance. (2000). 9 Components of Effective, Research-Supported Reading Instruction. http://www.readingrockets.org/. Accessed on Desember 16, 2008.

 Liu, Wen-Yun.(2000). Read-aloud Activity: Using Children’s Book in the English Language Classroom.

Parkay, Forrest W, and Beverly Hardcastle Stanford. (1998). Becoming A Teacher, 4th Ed Needham Heights, MA: Allyn & Bacon.

 Paul, David. (2003). Teaching English to Children in Asia. Hong Kong: Pearson Education Asia Ltd.

<https://www.google.co.id/url>

<https://www.slideshare.net/chindynade1/teaching-reading-to-young-learners>

<http://download.portalgaruda.org/article.php?article=471999&val=9698&title=TEACHING%20READING%20FOR%20YOUNG%20LEARNERS%20IN%20EFL%20CONTEXT>

<https://www.nap.edu/read/6023/chapter/4#18>