

TRACING EARLY LITERACY DEVELOPMENT OF ELEMENTARY SCHOOL LOWER GRADES THROUGH RESPONDING TO ILLUSTRATED STORY BOOKS IN INDONESIAN CONTEXT

Muakibatul Hasanah

Faculty of Literature, State University of Malang, Indonesia

ABSTRACT

The research aims to describe the development of early reading and writing in lower grade of elementary school students. One way to explore these developments is through responding to illustrated story books that enable students to gain reading and writing in a natural atmosphere. The findings are the development of early reading and early writing ability in general grows gradually, and appreciation ability of illustrated story books for all grades is relatively constant and very good. The implications of the research conclusion are put forward, the teachers in grades 1-3 are expected to create child friendly literacy learning and need to be aware that students' literacy (especially writing) develops gradually with varying levels of development, therefore, to be more tolerant of mistakes children made.

Keywords: *early literacy, development description, illustrated story books.*

1. INTRODUCTION

Students of early ages (grade 1-3) is a critical age for the children to learn reading and writing. If at the early grade the students have not mastered the ability to read and write properly, it can be predicted that they would have difficulty learning in subsequent grades. It is caused by the presentation of various subjects in the next grades described and understood in written form so that early reading and writing determines the learning success of the students in elementary school

and during the next school level.

Early reading is associated with reading readiness owned by a child. Reading readiness requires compliance with minimum development a child must have before learning to read formally. Prerequisites are related to: the basic experience, cognitive development, language development, metalinguistic awareness, interest and reading attitude, the ability to distinguish visual and auditory, and orientation skills. Vogt and Shearer (2011) refused 'reading readiness' or 'prerequisite skills' because it does not reflect the latest thought on the development of literacy. Alexander (1988) and Adams (1995) still consider the need for the ability prerequisites, prereaders, and reading readiness. Instead, Tompkins and Hoskisson (1994) supporting ideas about literacy by saying that literacy is a process that begins before children enter school until the beginning of elementary school. A series of activities will grow in line with the development of the child in reading introduction. Associated with it, Jalongo (1992) describes the sequence of reading development in emergent literacy that includes seven levels describe the natural progression of prevalent reading activities faced by the children.

Early writing frequently is conventionally introduced since the children in kindergarten by making letters bolder, writing in the air, as well as copying letters, words, or sentences. If the child is not ready mentally, then the activity will obviously be boring to him/her. Early writing emphasises on the introduction of writing systems so that children can write letters, words, and simple sentences. In the perspective of emergent literacy, early writing behavior also started before children enter formal education in elementary school, ie, when the child holds a pencil, scribbles books, or draws. The behavior of these children continue to grow until they can write according to the conventional writing.

Early stages of writing in detail described by Tompkins and Hoskisson

(1994) which is derived from the results of a naturalistic acquisition of writing skills. The stages include: scribbling, drawing, making nonphonetic letters, writing spelling findings, and write conventionally. To gain conventional writing skills, children proceed naturally in understanding and mastering the principles of written language. In other words, the children find the concept of paper marked with the principles introduced by Temple et.al (1988) and Cox (1999), the concept of signs and messages, understand the flexibility, recurrence, accuracy, contrast, and direction-space-page principles

The best learning to read and write is conducted in a natural context, the one that resembles the current state of children acquiring language spoken at home. The condition is characterized by: free of pressure, according to the needs of children using language, and follow the development of children in accordance with the potential and interest of the child. Reading-writing (literacy) will grow very well when utilizing a story that children love. Children of elementary school age usually like stories of fantasy, fairy tales, and illustrated stories. Huck et.al (1987) found early grade elementary school students love "black and white" story, while Wollman-Bonilla and Werchadlo (1995) found that first year students are willing and able to respond to a fictional story that was read to them through the use of literature response journals with the growing response of centered text to the reader-centered response.

Students in grade 1-3 elementary school cognitively at the stage of concrete operations. Characteristics of the child on the stage according to Morrison (2007): able to follow the process of thinking, able to keep/take care of something, to make decisions, egocentrism began to decrease, managing time and space, begin to think logically, can apply logic to concrete situations. At this stage a child can just think systematically towards the concrete thing or object. Dealing with the level of development, story books potentially contain moral

messages and issues that concretized through the role played by the characters in the story. However Hasanah (2012) found the fact that since the first grade of elementary school, the students only read textbooks. Reading books that are available in the school library is generally not utilized optimally. Besides, many school libraries don't have story book collections that can meet the needs and progress of students.

Various studies that utilize story book then appeared in the decade of the 90s. Story books are used as a medium for social-emotional development of attitudes, moral-social, and cognitive-intellectual children as reported by Knoeller (1994) who concluded that fiction. in addition to improving the ability to read and write and appreciate the story, develops the potential of social on students.

Research that specifically utilizes story books as a basis for teaching program is known as the literature-based teaching proficiency (literature-based program), which is the practice of teaching and learning activities with the use of children's literature as a basis for learning. The program proved to be able to develop the language skills of students as reported by Valdez-Menchaca and Whitehurst (1992), McGee and Tompkins (1995), and Dole (1995) who indicate that fiction can be used to develop the ability to read, accelerate the expansion of vocabulary, and significantly accelerate the ability to speak.

Implementative-explorative research has been conducted by Schearer and Detwiler (1992) on a teacher who implemented literature-based learning by a teacher, Silli (1999) explored the implementation of literature-based learning in elementary school in the Bahasa Indonesia teaching in Indonesia. Hasanah (12012) applied the use of books of fiction for the development of the four language skills in grade 5 elementary school students. The findings of Hasanah (2015) are urgently the shared books that have been read and read aloud the books to the other children.

Research that implements story books in early years (grade 1-3), especially the use of picture books to explore reading and writing and the appreciation in the context of Indonesia has never been done. When compared with previous studies, this study is closer to the research conducted by Wollman-Bonilla and Werchadlo (1995) where story books used to explore the willingness and ability of grades 1 students through the use of literature response journals. The difference lies in the purpose of research, types of books, and the subject of research.

In general, this study aims to describe the development of early reading and writing of lower grade students. In particular, it aims to describe the ability development of elementary school students grades 1-3 in: (a) early reading noticed from: loudness while reading, clarity of pronunciation, pausing to read the sentence, and the smooth reading; (b) early writing noticed from: the completeness of the letter, the use of the space between letters and between words, the accuracy of writing letters/words, writing neatness, constancy of shape and size of letters, as well as the use of lowercase/capital; (c) appreciate the content of reading noticed from: accuracy in the use of words to choose the name of the preferred characters, explaining the nature of character as the reason the selection, write the most interesting quote, write a statement presuppositions themselves as characters, and write the plan (ideas) to write .

2. RESEARCH METHODOLOGY

This study is intended to find out the theory of the development of reading and writing skills of lower grade elementary school students through children story books. Based on the research objectives, the design used in this study was a cross-sectional design of qualitative research. It is so, because (a) the collection of the data collected in the form of verbal utterances student information when

reading and the writing students' exposure in reading journal, (b) research data collection was carried out simultaneously in one period of the students who sat in the lower grade, grade 1-3; (c) from the data collected, it is described the development of literacy skills from different grades hierarchically.

The subjects of the study were all students of SDN Tawangargo I Subdistrict Karangploso, Malang Regency of grade 1, 2, and 3. Subjects were given illustrated story books in sufficient quantity to allow the subject choosing the books they like. Furthermore, subjects were asked to read, write, respond to illustrated books they read.

The research data was collected by a data collection instrument, namely the human instrument, the researcher herself assisted by class teacher collecting data equipped supporting instruments in the form of (a) the instrument of reading journal, to collect the data of reading ability words, phrases, sentences, the paragraph in the context of reading; (b) table collection/data analysis capability to write the word, clause, sentence, and paragraph according to the function/context; and (c) the tables collection/data analysis of students' capabilities in appreciation.

The data collection was done by using the documentation and observation techniques. Documentation was carried out by collecting read-write journals, read and analyzed them according to content analysis technique of Krippendorff (2004). The technique is applied by reading all the data, grouping based on the characteristic set of data in order to obtain the understanding and descriptions of the patterns and trends of student writing performance. Observation technique was conducted by observing the behavior of realing the lesson. Observation technique was implemented with the procedures: observing continuously aloud reading of every student, noting students 'reading behavior, filling capability assessment rubric of reading aloud, determine the qualifications of students' reading ability. The data collected in the data collection instruments were analyzed

by using interactive analysis as suggested by Miles and Huberman (1992).

3. RESEARCH FINDINGS AND DISCUSSION

3.1 The Development of Early Reading Ability of Lower Grade Students

The development of reading aloud ability of most grade 1 students who read aloud have sufficient and less quality (C-D) on all aspects and very weak in smoothness aspect. The development of the ability shifted in grade 2 students, on average, most of the students are able (B) to read aloud in all aspects, but aspects of reading fluency is still quite pretty (C: 72%, B: 28%). Better development occurs in grade 3, students on average most of students have been able (B) to read aloud in all aspects and specific aspects of reading fluency increased (B: 52%). Overall the developments of the reading ability of lower grade are presented in Table 01.

Table 01: The Developments of The Reading Ability of SD Lower Grade Students

Num	Reading Aspect	Grade 1				Grade 2				Grade 3			
		A	B	C	D	A	B	C	D	A	B	C	D
1.	Loudness of sound	-	42	54	4	-	89	11	-	-	65	45	-
2.	Clarity of pronunciation	-	40	52	8	-	61	39	-	-	38	62	-
3.	Pausing in reading	-	46	46	8	-	50	50	-	-	62	38	-
4.	Fluency in reading	-	20	64	16	-	28	72	-	-	52	48	-

Notify: A, B, C, D are level of ability in percent

Generally Table 01 shows that the development reading aloud ability of grade 1 students is largely categorized enough and lacking in all aspects: loudness, clarity of pronunciation, and pausing, but fluency showed a high degree of weakness. Different developments were shown by students grades 2 and 3, they have started to be able to read aloud with indicator of loudness, clarity of

pronunciation, and pausing to read well. The phase of reading practice for grade 1 has equipped them with reading aloud readiness better so when in grade 2 they began to show an increase in better reading aloud especially in the loudness and clarity of pronunciation.

The development that appears slow or late occurred in the aspect of pausing and smoothness. Aspects of pausing reading grows a little of the amount categorized either 46% in grade 1, to 50% in grade 2, and 62% in grade 3. Significant developments seen in the smooth aspect, the amount of the category both in grade 1 20%, to 28% in grade 2, and 52% in grade 3. If connected with the level of natural reading development with Jalongo models (1992), the first grade students are not only focused on the print and meaning, but also focuses on knowledge of the story (level 5), even they have started to focus on the configuration of the word and sound-symbol correspondence (level 6). Even the students in grades 2 and 3 have reached the level 7, which combines all the skills and knowledge to read.

3.2 The Development of Early Writing Ability of Early Grade Students

The development of early writing ability of students described by the smooth writing a word, phrase, clause, sentence, or paragraph in accordance with context of illustrated books. Overall the developments are presented in Table 02.

Table 2: The Developments of The Writing Ability of *SD* Lower Grade Student (%)

Grade	Completeness (C)	Spacing (S)	Accuracy (A)	Neatness (N)	Shape/Size of Letter	Capital (C)/Lower (L) Letter

	C	NC	S	US	NS	A	NA	N	UN	L	M	S	C	CL	NC
1	92	8	54	23	23	54	46	31	69	23	62	15	58	19	23
2	55	45	28	72	-	67	33	61	39	10	45	45	-	83	17
3	93	7	93	7	-	90	10	87	13	-	7	93	13	60	27

Notify: NC: Not Complete, US: Unspacing, NS: Not Spacing, UN: Un-neatness, L: Large, M: Medium, S: Short, NC: Not Capital Letter

In general, it appears that the development of ability/smoothness in writing a word, phrase, clause, sentence, or paragraph in accordance to function/context of illustrated books, the average student in grade 1 more than half (54%) started to be able to write fluently seen from indicator of letter completeness, spacing between words, and the accuracy of the letter. Most students complete writing letters, written with spaces between words but still a lot (46%) were written without clear spaces, more than half of writing the correct letter but still a lot (46%) who wrote the letter inappropriately. The development of better indicators (in percentage) occurred on the student grade 2: more than half of the students (67%) complete writing letters, writing with spaces between words though unclear, more than half of writing the correct letter and the rest (33%) wrote incorrect letter.

Either grade 1 and grade 2 students have not been able to write fluently when noticed from the neatness indicator paper, the shape/size of the letters and the use of capital letters. A little difference occurred in writing neatness and font size, grade 1 students do not write neatly and use large font, while the second grade students begin writing neatly (61%) and using medium-sized letters. The better development occurred at grade 3 students: students are very capable (A) in writing noticed from all indicators. Almost all the students write the letters with complete, clear spaces, with the correct letter, writing neat, proportional shape/size font, and begin to use capital letters correctly even though some are still wrong.

Rapid development occurs in the indicator of letters completeness and

accuracy of the letter. Most students at all grade write letters completely, just a little who do not. The accuracy of the letter develops gradually (since the beginning of relatively precise), from 54% (grade 1), 67% (grade 2), and 90% (grade 3). Gradual development occurs in writing neatness indicator, from 31% (grade 1), 61% (grade 2), and 87% (grade 3). The development of the shape/size of the letters look more attractive, font size slowly shifted from large size, medium, to proportional; the use of large-medium capitalization (77%) was dominant in grade 1, shifted to medium-small letters (90%) was dominant in grade 2, the last to lowercase (93%) was dominant in grade 3. The development is almost the same look on indicators of capital letters use, grade 1 students dominantly use all lowercase letters, grade 2 and 3 dominantly use of small capital letters though still wrong.

The use of a relatively complete letter is possible because the students have writing models (illustrated book story), which at times can they look back if they need to check for completeness. The accuracy of the relatively slow word associated with foresight/precision of students in writing is newly formed after a series of guided writing exercises. In first grade students, the exercise has just begun (data taken at the end of the first semester), while in the third grade students practice has been running for five semesters.

The aspect of writing neatness, spacing between words, and the font size is an aspect of 'beauty' and 'composition' which requires the coordination of multiple skills. In first grade students focus on how to transform a series of language sounds into graphic form, how to convert sounds into letters. They do not pay attention to compositional rules, for example, a series of specific letters (words) should be separated from other series of letters, the letters must be written in a straight line, and the size of the letters should not be too big nor too small.

If these three aspects are based on simple rules, namely the rules that there

must be spaces between words, written in a straight line, and the size of the letters is quite legible; unlike the case with the use of capital letters. At least there are two rules of capitalization in writing sentences, used at the beginning of the sentence and the early letters of the name. First grade students are certainly not ready to be bothered with the rules of the 'complex', while the 2nd and 3rd grade students begin to take risks of 'trial and error'. The ability to write words, phrases, sentences, or paragraphs in the context of grade 1 reading book, Varil can be seen in Figure 01.

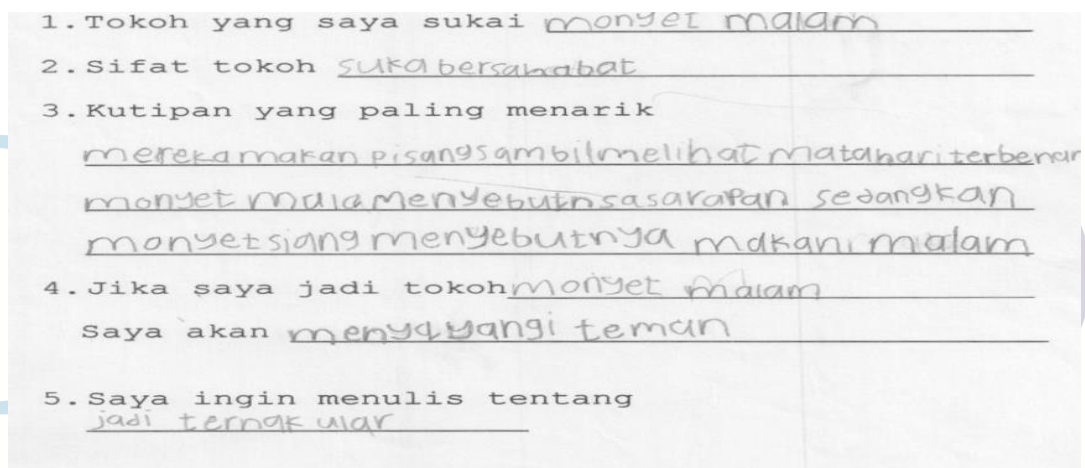


Figure 01: The Example of Early Writing of Grade 1 Student

Figure 01 showed the description of characteristics: the letters in writing word is not complete, the word "pemberani" was written as "peberani", "malam" was written as "mala", "menyebutnya" was written as "menyebutn"; the space usage between letters and the space between words are inconsistent; writing letters is not right, the letters /a/ similar in shape to the /r/ in word "tidur"; writing is not neat, small and large size letters are not always written just above the line; loose upright fonts and font sizes are not consistent, large, small, and medium; capital letters are never used. The ability of grade 2 student to write words,

phrases, sentences, or paragraphs in the reading book context, **Nanda** can be seen in Figure 02.

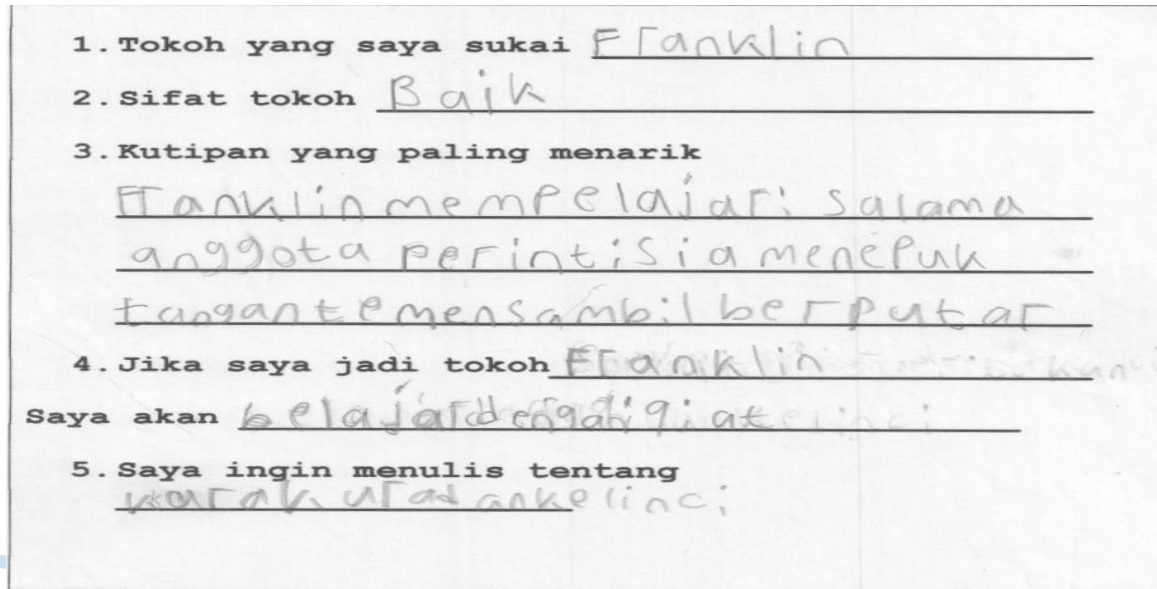
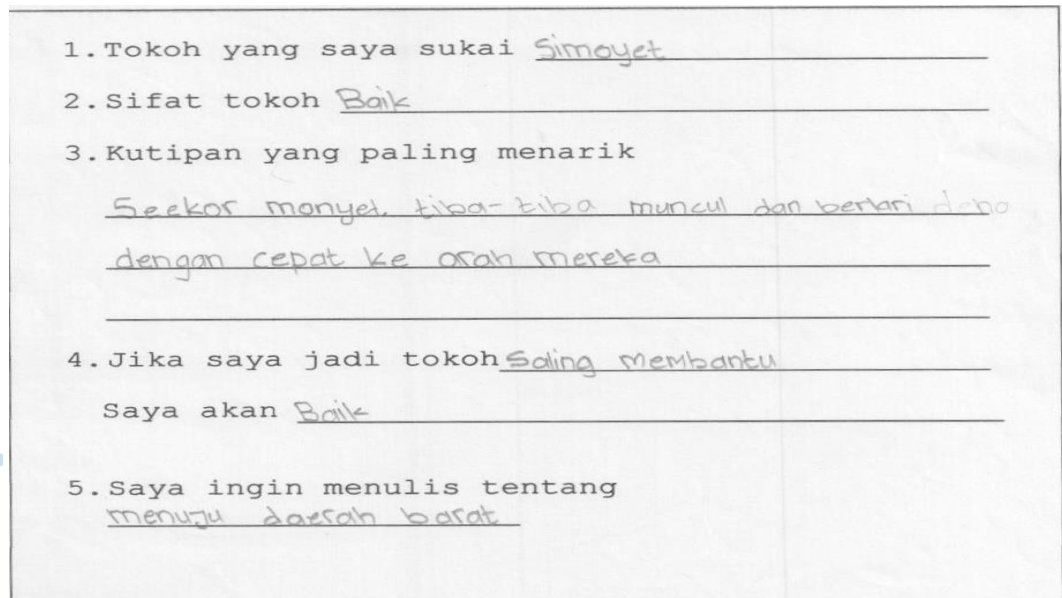


Figure 02: The Example of Early Writing of Grade 2 Student

Figure 02 described the following characteristics: the letters in the spelling is not right/excess, the word "salam" was written as "salama"; the use of spaces between words are not clear (without spaces), letters writing is not right, the letters /a/ written /e/ in the word teman; sloppy handwriting, letters are not always written just above the line; loose upright shape and size of the font is too large; capital letters began to be used in writing the name of Franklin figures. The ability of student grade 3 to write words, phrases, sentences, or paragraphs in the context reading book, **Sruni** can be seen in Figure 03.

Figure 03 described the following characteristics: letter writing in the word is still not complete, the word "monyet" was written as "moyet"; the use of space between letter is correct, and the use of space between words started to clear, precise, and consistent; start writing neat, letters written just above the line; form letters upright off the left-leaning, and the size of the letters began proportional and

uniform; not use capital letters in the box but the writing has been used at the outset of students regardless of their early early word or sentence (except in writing of the name and title of the book).



1. Tokoh yang saya sukai Simoyet

2. Sifat tokoh Baik

3. Kutipan yang paling menarik
Seekor monyet tiba-tiba muncul dan bertari dengan cepat ke arah mereka

4. Jika saya jadi tokoh Saling Membantu
Saya akan Baik

5. Saya ingin menulis tentang
menuju daerah barat

Figure 03: The Example of Early Writing of Grade 3 Student

The development of ability/smoothness in writing word, phrase, clause, sentence, or paragraph in accordance to function/context of illustrated books on average grade 1 students indicated that more than half started to be able to write fluently noticed from the indicator/aspect completeness of letters, spaces between words, and the accuracy of the letter. Most students complete writing letters, write with spaces between words, but others are still write without clear spaces, and write the letters inappropriately.

The better development occurred at grade 2 students: more than half of the students write letters complete, write the space between words though not clear, write the correct letter. Both grade 1 and grade 2 students have not been able to write fluently noticed from writing neatness indicator, the shape/size of the letters and the use of capital letters. First grade students do not write neatly and use

large font, while the second grade students begin writing neatly and use medium-sized letters.

The much better development occurred at grade 3 students: students are already able (SB) to write fluently noticed from all indicators. Almost all the students write the letters completely, clear spaces, with the correct letter, writing neat, proportional shape/size font, and begin to use capital letters correctly even though some are still wrong.

Rapid development occurred in the indicator of letters completeness and accuracy of the letter. Most students at all grade write letters completely, only a few are incomplete, the accuracy of letter use develops gradually. Gradual development occurred on neatness aspects of writing. The development of the shape/size of the letters seems more attractive, font size slowly shifted from large size, medium, to proportional one. The similar development was noticed in the indicators of capitalization, starting grade 1 students use lowercase dominant, grade 2 students dominantly use capital letters, small number of them is still wrong, and grade 3 students dominantly use of small and capital letters with little error.

The findings of this study also indicate that the early writing ability of early grade 1 students is not only achieved the target of curriculum qualification, namely 'can write letters, words, and simple sentences', but has reached the qualification 'capable of using complex sentences or simple paragraphs'. Dealing with this case, the development of students at least have shown how the efforts of students in finding conventional writing in natural way. There appears also the use of written language principle that students mastered as proposed by Temple et.al (1988) and Cox (1999) that at least follow four principles: the principle of signs and messages, flexibility principle, accuracy principle, and the principle of direction and spacing.

3.3 The Development of Appreciative Read-Write Ability

The development of the ability to appreciate the contents of the book in grade 1 students already looks very good. They are able (90%) to read-write appreciation with indicators: using the right words to select the preferred character names, figure the nature of characters as logical selection, write the most interesting quote in clauses/sentences and paragraphs in a balance, write modality statements themselves as characters in clause/sentence, and write the plan (ideas) to write (85%). Overall the developments are presented in Table 03.

Table 03: The Developments of The Appreciative Read-Write Ability of Lower Grade Student

No.	Appresiative Aspect	Grade 1				Grade 2				Grade 3			
		Sen	Phr	Cla	Par	Sen	Phr	Cla	Par	Sen	Phr	Cla	Par
1.	Diction Accuracy	88	96	4	-	100	100	-	-	100	100	-	-
2.	Reason Logical	96	77	23	-	100	100	-	-	98	50	50	-
3.	Writing of Citation	100	-	50	50	100	-	39	61	100	-	50	50
4.	Writing of Statement	100	12	88	-	100	-	100	-	100	7	93	-
5.	Writing Ideas	85	-	-	-	89	-	-	-	93	-	-	-

Notify: Sen: Sentence, Phr: Phrase, Cla: Clause, Par: Paragraf

Based on the data analysis, it is found out the development of the ability to appreciate the contents of the book, namely the ability to find and use the content illustrated story books in appreciative way in grade 1 students already looks very good (A). They are able (90%) to read-write appreciation with indicators: using the right words to select the preferred character names, figure the nature of characters as logical selection, write the most interesting quote in clauses / sentences and paragraphs in a balance, write modality statements themselves as characters in clause/sentence, and write the plan (ideas) to write (85%).

The following is an example of writing in the reading journal (after going through the process of copying without changing the spelling) from grade 1

student.

<p>Judul Buku: Kena Batunya Pengarang: Siti Mudrikah Pembaca: 1. Saskia Ramadani</p> <ol style="list-style-type: none">1. Tokoh yang saya sukai <u>Fifi</u>2. Sifat tokoh <u>baik sekali</u>3. Kutipan yang paling menarik <u>Dodi merasa sangat menyesal. Dia meminta maaf pada Fifi dan teman-teman yang lain.</u>4. Jika saya jadi tokoh <u>Fifi</u> Saya akan <u>menyayangi binatang</u>5. Saya ingin menulis tentang <u>sepuh (r)</u>
--

Figure 04: Example of Reading Journal from Grade 1 Student

In Figure 04 presented the appreciative ability of students or find and use appreciative term (aesthetic response) on reading contents with the indicator: using words to appropriately choose a favored characters name, explaining the nature of the figures selection as a logical reason, write the most interesting quote in the form of paragraph (2 single sentence, and one of them with two objects broadcaster), write a statement presuppositions themselves as characters with a logical reason in the form of clauses 'menyayangi binatang', and can write a plan to write even if his ideas were not derived from the illustrated story books they read.

Better development occurred in grade 2 students, the average student is able (A: 98%) to appreciate or appreciative read-write with the indicator: use the right words to choose the name of the preferred characters, explaining the nature of character as reasons logical selection, write the most interesting quote in the clause/sentence and most of the paragraph; write a statement supposition themselves as characters in clause/sentence, and write the plan (ideas) to write

(89%). Here's an example of a reading journal from second grade students.

<p>Judul Buku: Buku untuk Lulu Pengarang: Lyne Garner Gaby Hansen Pembaca: 1. Riyan Sucahyo, 2. -</p> <ol style="list-style-type: none"> 1. Tokoh yang saya sukai <u>Lulu</u> 2. Sifat tokoh <u>baik</u> 3. Kutipan yang paling menarik <u>Boneka landak salju itu sangat besar, aku berharap kamu bisa melihatnya setelah selesai membuatnya. Kami bermain perang bola salju air beku dan kami mendapat es loli.</u> 4. Jika saya jadi tokoh <u>Lulu</u> Saya akan <u>bermain bersama Tiki</u> 5. Saya ingin menulis tentang <u>sahabatku yang baik</u>
--

Figure 05: Example of Reading Journal from Grade 2 Student

In Figure 05 presented the ability of students to appreciate or find and use in appreciative term (aesthetic response) on reading contents with the indicator: using the word (object, name of the person) to choose a character who preferred the name correctly, explain the nature of the character as a reason for choosing the 'good' logically, write down the most interesting quote in the form of paragraphs (1 story complex sentences with clauses 4 and 1 compound sentence is equivalent to 2 clauses), write a statement presuppositions themselves as characters with a logical reason in the form of clauses '*bermain bersama Tiki*' (*sahabat*) and can mention plans to write down the idea that originated (inspired) of illustrated story books they read, ie '*sahabatku yang baik*'.

Better development occurred in grade 3 students, the average student is able (A: 98%) to appreciate or appreciative read-write with the indicator: use the right words to choose the name of the preferred characters, describe the figures of characters as logical selection, write the most interesting quote in clauses /sentences and paragraphs, write a statement presuppositions themselves as

characters in clause / sentence, and write the plan (ideas) to write (93%). The following is an example of reading journal from grade 3 student.

<p>Judul Buku: Franklin dan Adiknya Pengarang: Brenda Clark Pembaca: 1. Jaya Yuda, 2. -</p> <ol style="list-style-type: none">1. Tokoh yang saya sukai <u>Franklin</u>2. Sifat tokoh <u>baik</u>3. Kutipan yang paling menarik <u>Adiknya Franklin bermain di papan lancar tetapi adiknya terjatuh di genangan air, dan badannya kotor dan Franklin membersihkannya.</u>4. Jika saya jadi tokoh <u>Franklin</u> Saya akan <u>berbuat seperti dia</u>5. Saya ingin menulis tentang <u>Si Kancil Lomba Dongeng</u>
--

Figure 06: Example of Reading Journal from Grade 3 Student

In Figure 06 presented the ability find and use appreciation (aesthetic response) on reading contents with the indicator: the right to use the word to choose the name of the preferred characters, has logics to explain the nature of the characters selection, write the most interesting quote in the form of paragraph (sentence complex with four equivalent clause), write a statement presuppositions themselves as characters with a logical reason in the form of clauses empathetic or inspiring 'will do as he did', and can determine a plan to write with an idea that originated (inspired) by illustrated story books they read from the title "*Si Kancil Lomba Dongeng*".

The development of appreciation ability for all grades is relatively constant and very good. Start from grade 1 appreciative read-write capabilities of the students is already very good on all indicators. They are able to use the right words to choose the name of the preferred characters, explain the figures of characters as logical selection, write the most interesting quote in clauses/sentences and paragraphs in a balanced way, write a statement presuppositions

themselves as characters in clause/sentence, and write a plan to write.

The findings were made possible because of the inherent characteristics of illustrated story books to attract students' interest strongly. Illustrated story book has quite attractive format and appearance, more dominant image than text, and the images display and colors on the cover and the whole book serve also a factor supporting the growth of students' interest. Images with bright colors on a story book generally can "tell" about the contents of the book. By looking at the picture, students will gain a quick overview of the content of the story and striking colors are also appealing because basically child will love the color (2012).

Students' interest in story book is also used by Wollman-Bonilla and Werchadlo (1995) to explore the willingness and ability of grades 1 students through the use of literature response journals. Both found that grade 1 students will and able to respond to a fictional story read to them. The respond even evolved from being centered on the text to the response based on the reader. Sebesta (1995) supports these findings, he even found the response of 7-12 years old children in their more detailed development, namely from evocative stage and alternative to reflective and evaluative stage.

Compared with the first two skills, the development of appreciative literacy skills is much better, since grade 1 students showed rapid development. The achievement was made possible due to three factors, namely: the content factor, language, and format of illustrated books. Illustrated book contains a story with characters and background are preferred by children and the plot is in accordance with the development of the child's thinking. illustrated story books presents the language exposure that allows students to read/find information, make it easier to appreciate the elements, facilitate rewriting the result of appreciation or quoting his favorite part of the story. Illustrated story books present something visually interesting because most of the content of the illustrated book is in the form of

attractive pictures with striking colors. Based on the findings, since in grade 1 students not only use words /phrases, but also use the clause/single sentence, even in writing the citation they use compound sentences or paragraphs.

4. CONCLUSION

Based on the findings of this study, it can be concluded that the early reading ability of first grade students generally grows gradually. In the first grade students early reading ability is largely categorized enough/less on all indicators/aspects: loudness, clarity of pronunciation, and pausing, with a high degree of weakness in the aspect of smoothness. Different developments shown by second grade students (let alone in grade 3), which has begun to read aloud with indicator loudness, clarity of pronunciation, and pausing with good category. Slow development occurred on the aspect of pausing and smoothness.

The development of early writing skills of lower grade of elementary school students in general also grows gradually. Ability/smoothness in writing a word, phrase, clause, sentence, or paragraph in accordance to function/context of illustrated books on average grade 1 and 2 students mostly begin to write fluently noticed from the indicator/aspect: completeness of letters, spaces between words, and the accuracy of the letter. Grade 1 students have not been able to write fluently noticed from the indicator of writing neatness, shape/size of the letters, and the use of capital letters. Grade 1 do not write neatly and use large letters, grade 2 students start writing neatly and using medium-sized letters. Grade 3 students have been able to write fluently noticed from all indicators; write the letters completely, clear spaces, write correct letter, write neatly, proportional shape/size letters, and began to use capital letters correctly even though some are still wrong. Rapid development occurred in the indicator of letters completeness

and accuracy of the letter, gradual development occurred on writing neatness aspects; development of shape/size of the letters look more attractive, font size slowly shifted from large size, medium, to proportional one. Similarly, the development in using capital letters, grade 1 students use all lowercase, grade 2 students use capital and small letters though still wrong, and grade 3 students use capital and small letters with little error.

The development of appreciation ability, namely the ability to find and use the content of illustrated story books in appreciative way for all grades is relatively constant and very good. Starting from grade 1 to grade 3, students' ability to appreciate is very good on all indicators. They are able to use the right words to choose the name of the preferred characters, explain the figures of characters as logical selection, write the most interesting quote in clauses/sentences and paragraphs in a balanced way, write a statement presuppositions themselves as characters in clause / sentence, and write a plan for writing.

The implications of the research conclusion are put forward, the first, for the elementary school teaching in grades 1-3, the teachers are expected to create child friendly literacy learning, namely the one facilitating children to enjoy learning to read and write by providing interesting reading material, giving appropriate options according to child development. In addition, teachers need to be aware that students' literacy (especially writing) develops gradually with varying levels of development, therefore the teachers are expected to be more tolerant of mistakes children made. Teachers can give signs of improvement in children's writing. Giving more contextual activity would be more meaningful for students than simply copying the writing in the book or on the board. In line with the growth of age, students will continue to improve the ability to read and wrote. The second, to other researchers are expected to examine the development of early literacy with a longitudinal design. Similar research may also be repeated with broader, more

diverse, and more proportional subjects to obtain a more comprehensive findings.

REFERENCES

- Alexander, J.E. 1988. *Teaching Reading*. Illinois: Scott, Foresman & Co., 1988.
- Adams, M. J. 1995. *Beginning to Read: Thinking and Learning about Print*. London: The MIT Press.
- Cox, C. 1999. *Teaching Language Arts: A Student and Response-Centered Classroom*. Boston: Allyn and Bacon.
- Dole, J. A. 1995. Teaching Vocabulary Within the Context of Literature. *Journal of Reading*, 38(6):452-460.
- Hasanah, M. 2012. Model Cerita Fiksi Kontemporer Anak-anak untuk Pengembangan Kemahirwacanaan Siswa SD. *Litera*. (1): 95-110.
- Hasanah, M. 2015. Pengembangan Model Pembelajaran Baca-Tulis Permulaan dalam Perspektif *Emergent Literacy*. *Litera*. Vol 14 (1): 105-119.
- Huck, C. S., S. Hepler, J. Hickman. 1987. *Children's Literature in the Elementary School*. New York: Holt-Rinehart.
- Jalongo, M. R. 1992. *Early Childhood Language Arts*. Boston: Pearson Education Inc.
- Jalongo, M. R. 2007. *Early Childhood Language Arts*. Boston: Pearson Education Inc.
- Knoeller, C.P. 1994. Negotiating Interpretations of Text: The Role of Student-led Discussions in Understanding Literature. *Journal of Reading*, 31(7):572-580.
- Krippendorff, K. 2004. *Content Analysis: An Introduction to Its Methodology*. California: Sage Publication Inc.
- McGee, L. M. and G. E. Tompkins. 1995. Literature-Based Reading Instruction: What's Guiding the Instruction?. *Language Arts*, 72:405-414.
- Miles, M. B. and M. A. Huberman. 1992. *Analisis Data Kualitatif*. Diterjemahkan oleh Tjetjep Rohandi Rohidi. Jakarta: UI Press.
- Morrison, G. 2007. *Early Childhood Education Today*. New Jersey: Pearson Prentice Hall.
- Scharer, P. L. and D. B. Detwiler. 1992. Changing as Teachers: Perils and Possibilities of Literature-Based Language Arts Instruction. *Language Arts*, Maret 1992(69):186-192.
- Sebesta, S. L. 1995. A Hierarchy to Assess Reader Response. *Journal of Reading*, 38(6):444-450.
- Silli, S. 1999. *An Exploration of the Implementation of Literature Based Instruction in Three Fourth Grade Indonesian Classrooms: Promises and Challenges*. Dissertation No Published. Columbus: The Ohio State University.
- Temple, C. R., N. Nathan, N. Burris, F. Temple. 1988. *The Beginnings of Writing*. Boston: Allyn and Bacon Inc.

Tompkins, G. E. and K. Hoskisson. 1994. *Language Arts: Content and Teaching Strategies*. New York: Macmillan Publishing Company.

Valdez-Menchaca, M.C. and G. Whitehurst. 1992. Accelerating Language Development Through Picture Book Reading: A Systematic Extension To Mexican Day Care. *Developmental Psychology*, 28(6):1106-1114.

Vogt, M. E., M. Ellen, B. A. Shearer. 2011. *Reading Specialists and Literacy Coaches in the Real world*. London: Pearson Education Inc.

Wollman-Bonilla, J. E. and B. Werchadlo, 1995. Literature Response Journals in a First Grade Classroom. *Language Arts*, 72(8):562-570.

