

Writing literacy, media and writing techniques in early childhood

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ABSTRACT

Writing literacy is the ability to convey thoughts, thoughts and emotions clearly and effectively through writing. Writing literacy is part of reading-writing literacy which also includes the ability to read, search, search, process and understand information. Literacy, which in English is Literacy, comes from the Latin littera (letter) whose meaning involves mastery of writing systems and the conventions that accompany them. However, literacy is primarily related to language and how that language is used. Furthermore, literacy is an ability related to the ability to read, write, listen and speak. Laurie & Whitehead (2004) agree that children's literacy is an ability related to reading, writing, listening and speaking. In simple terms, literacy means the ability to read and write, or literacy (Resmini, 2013). In the current context, literacy has a very broad meaning. Literacy can mean being technologically, politically literate, thinking critically, and being sensitive to the surrounding environment. Widayati (2011) defines contemporary literacy as a person's ability to use written or printed information to develop knowledge, thereby bringing benefits to society. Furthermore, a person can only be said to be literate if he can understand something because he reads and does something based on his reading comprehension.

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1. Introduction

Literacy comes from the Latin littera (letters) and involves mastering writing systems and their conventions. However, literacy is primarily concerned with language and how it is used. Furthermore, literacy is an ability related to the ability to read, write, listen and speak. Laurie & Whitehead (2004) argue that children's literacy is an ability related to reading, writing, listening and speaking.

In simple terms, literacy means the ability to read and write, or literacy (Resmini, 2013). In the current context, literacy has a very broad meaning. Literacy can mean being technologically, politically, critically minded and sensitive to the surrounding environment. Widayati (2011) defines contemporary literacy as a person's ability to use written or printed information to develop knowledge, thus bringing benefits to society. Furthermore, a person can only be said to be literate if he can understand something because of reading and do something based on his reading comprehension.

Early childhood education is education that is organized with the aim of facilitating the growth and development of children as a whole to develop the various potentials of children. PAUD is an educational institution that is quite strategic in developing abilities, forming characters for early childhood. The readiness of PAUD in developing quality education has a huge impact on children in pursuing higher education.

The introduction of literacy is one of the tasks that must be developed and introduced in PAUD for early childhood. Literacy is one of the abilities that children are born with and must be

developed. Early literacy development has a big impact on children's lives. Good literacy skills encourage children to compete globally.

This research is motivated by the fact that there are still many practices of literacy learning or learning to read and write in conventional Early Childhood Education institutions. Learning to read and write sitting on a table like literacy practices in elementary, middle and high school which should be learning to read and write in early childhood is done by playing. The principle of learning while playing or playing while learning should not be lost in learning in PAUD, especially in literacy learning.

This research uses qualitative research which is post-positivistic. The research instrument is the researcher himself by collecting data through observation, in-depth interviews, documentation studies and triangulation. This research includes literacy development programs, obstacles faced by teachers in implementing programs and efforts to overcome these obstacles. The research data sources were selected purposively.

2. Method

This research uses a descriptive qualitative approach with a case study design to explore the phenomenon of writing literacy, media, and writing techniques in early childhood. The research subjects include children aged 3-6 years, PAUD teachers and parents, who will be explored through observation, interviews, documentation and Focus Group Discussions (FGDs). The collected data will be analyzed thematically, using triangulation techniques to ensure data validity. The results of the study are expected to provide an in-depth understanding of the influence of writing media and techniques in the development of early childhood writing literacy.

3. Results and Discussion

Definition of Early Childhood Writing Skills

In a simple perspective, writing can be interpreted as a process of producing sound symbols. According to Abidin (2015) writing is an indirect communication process between the writer and the reader. In other words, writing is all the activities of a person expressing ideas and conveying them through written language to readers to be understood.

According to Suyadi (2010) Writing is the final stage of literacy. The ability to write in early childhood was initially identified with chicken paws. This is reasonable because basically children can only hold crayons, sticks, and so on. Writing skills in early childhood should not be centered on improving children's writing, but on arranging letters into words, and arranging words into sentences. Thus, the early period of children learning to write is to make words and sentences into chicken claw writing.

In his book Morrison (2012) argues that the process of reading and writing in early childhood is seen as a natural process; writing for early childhood is a process that children follow naturally long before they attend school. He further states that the ability to read and write is one of the important national education goals not only for early childhood but for everyone.

Agreed by Nutbrown & Clough (2015) argues that writing skills in early childhood include encouraging early childhood to associate sound in the form of writing; or in other words that writing in early childhood is a process to produce sound symbols. He further argued that early childhood continues to be given access to be able to develop reading and writing skills. Basically, children use their phonics knowledge to write words in a way that corresponds to letter sounds. Children are able to write a word in an irregular way.

Stages of early childhood writing

Clay, Ferreiro and Teberosky in (Cristhiani, 2013) divide the stages of writing into four stages, scribbling stage, which is the stage of children with writing characteristics starting with scribbling, scribbles only give random marks on the paper. The child begins to form several lines (marks up

and down on top) like writing and contains the main part of the scribble in the box. These scribbles identify the child's ability to control the writing instrument and their increasing knowledge of the shape of the paper.

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Random-letter stage. In this stage, children learn that shapes can be considered letters. The child can use them randomly to convey words or sentences to others. Sometimes the child produces lines of letters that do not match the sound of the word they are writing because the child's memory of letter shapes is very limited. At this stage, the child randomly makes up familiar letters (usually the letters in their name) to make a point to others. It is important to remember that if the child is unable to communicate his message in writing to others, the educator should motivate the child to learn to convey the content of his writing naturally even if it is not as observed. At this stage, the child needs the adults around him/her to respond intensively to his/her writing, rather than correcting the form according to the letters. If the adults around them praise their writing and emphasize that their writing is important, the child's writing skills will develop.

letter-name or phonetic writing. At this stage the child begins to make connections between letters and sounds. The beginning of this stage is referred to as letter-name writing because children write letters that have the same name and sound. By the end of this stage, the child is more skilled at writing with different shapes, such as being adept at spacing words. The child needs time to practice writing and read back his writing, then his writing will be complete according to the spelling.

Stimulating early childhood writing literacy development

It is undeniable that many PAUD experts see the importance of introducing literacy (writing) in early childhood. According to Suyadi (2010), literacy skills can be introduced or taught to early childhood since the child is in the womb. The following is a description of the stimulation of literacy development in early childhood to develop literacy skills as follows.

Infants; since childhood, ideally children are able to be stimulated or allowed various activities that encourage children to develop literacy skills. Reading and writing activities in early childhood are not activities in the adult sense. Literacy learning in infants McGee and Purcell-Gates (Abidin, 2015) state that literacy development contains two time periods, in detail starting from birth to the age of five years and from the age of five years to become an independent (conventional) reader. The introduction of literacy can be done when the child is lying down, on his stomach or sitting. Even on the child's bed put full-color books or parents read him a story. Because basically according to. Please note that the introduction of literacy to our babies is only limited to introducing it, not forcing children to memorize.

Toddlers (2-3 years); Toddlers are basically very fond of books. If the above stimulation is successful children will have a tendency to like books. Some studies show that children who are familiar with the world of books from an early age will have a high interest in reading later in adulthood. Generally at this time children begin to read, like to give names to objects in the book. As time goes by and the vocabulary or signs recognized increase, start introducing children to reading but not to memorize. At the beginning, we ourselves read it out loud to the contents of the book. loud voice and proper intonation are the most strategic steps to stimulate children's hearing.

Children aged 3-6 years; At this stage according to Suyadi (2010) children's enjoyment of storybooks began to increase sharply. However, at this stage children still like storybooks that are

still illustrated with many pictures, and bright colors. Because in essence, according to Kaderavek (2002), the literacy period of children starts from birth to six years of age. Thus, the best literacy provision for children at this stage is reading stories, reading fairy tales. Another way is to ask the child to retell the dinging or story even though it is not as complete as the original story. In addition to reading fairy tales, the next step in teaching literacy is by composing rhyming words.

Conclusion

Early childhood education is education that is organized with the aim of facilitating the growth and development of children as a whole to develop the various potentials of children. PAUD is an educational institution that is quite strategic in developing abilities, forming characters for early childhood. The readiness of PAUD in developing quality education has a huge impact on children in pursuing higher education. The introduction of literacy is one of the tasks that must be developed and introduced in PAUD for early childhood. Literacy is one of the abilities that children are born with and must be developed. Early literacy development has a big impact on children's lives. Good literacy skills encourage children to compete globally.

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