



# Teacher's Strategies in Developing Early Children's Reading Ability

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## Abstract

Reading is an important skill because children must learn to read from an early age. This research aims to evaluate teachers' strategies in developing the early reading skills of children aged 5-6 years at Kindergarten Ilmu Hayati, Kuala Lipis, Pahang, Malaysia. Qualitative methods are used with case study approach in observation and interviews. The results showed that weekly learning techniques were consistent, but variations in daily courses were applied. The role of parents is very important in children's reading development, and children who are guided by parents at home tend to develop reading skills more quickly. The habit of attending the second learning session is influenced by parents who work in the afternoon. The theory of children's reading development in Malaysia emphasizes the importance of readers' interactions with texts to build meaning. Effective reading strategies include the use of a variety of strategies according to the text and context to achieve specific goals.

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## INTRODUCTION

Early Childhood Education is a term that refers to a person's period from birth to the age of eight. According to the Malaysian Education Law in 1996 (550), Early Childhood Education is not recognized as formal education in Malaysia, but it is no less important in providing education for children aged four to six years (Kong, 2022; Abdullah et al., 2023). Study experience for one year or more, before entering the first year of the formal school system. Early Childhood Education in Malaysia has two levels based on the age of the children. According to the Education Law in 1996 (550), children under four years of education that is obtained in the form of a nursery school (Rahmatullah et al., 2021; Tee, 2022). The second stage is preschool or kindergarten for children between the ages of four and six. According to Glaser & Resnick, (1989); Wright et al., (2016); Perry et al., (2023), children's reading strategies need to be used, strategies that suit the purpose are the main considerations in reading classes. Strategy becomes a skill, there is a difference between strategy and the first skill Action of awareness to achieve a targeted goal. Both strategies have become automatic, this purpose emphasizes the active role of children in reading strategies (Hudders et al., 2017).

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Reading learning techniques need a lot of effort to develop effective reading learning techniques. Fast reading, is a technique that invites children to read a reading in a certain time that must be completed (van Laar et al., 2017; Sue et al., 2019). With this technique, it is hoped that children will be motivated to enjoy reading, overcome repetition, and be able to use the way of reading instruction as a speed determiner. Reading in turn, that is asking the child to read with his voice, intonation, and memorization accurately, taking turns with his partner.

Education simply means changing and transferring the cultural values of society to every individual in society (Chun et al., 2016; Ainscow, 2020). Here it can be understood that education can be achieved through many different processes. Still, it is based on the process of transferring the values of a society to the individuals who form it. According to Lövheim, (2012); Greenfield, (2016) the process of transferring cultural values is through education, training, and socialization. In Sarat civilization, early childhood education means early childhood education. Initially, this stage was only intended for children aged between three and six years, which was also called the "kindergarten" stage. After much research, the concept of early childhood education has been modified to be applied to children from birth to age six. The period after birth until the age of three is also called "preschool" time. In addition, environmental factors associated with children's nutritional status, including improvements in immunization programs and health-promoting behavior, ultimately impact children's health and well-being (Liu & Raine, 2017; Ain et al., 2022). For example, researchers show that weak social exposure in childhood can lead to chronic disorders later in life. The various support factors discussed so far can also influence and impact the health and well-being of children in Malaysia (Noor & Mahudin, 2016).

Based on initial observations at the Life Science Kindergarten, Kuala Lipis, Pahang, Malaysia has very interesting techniques such as "100 Days of Reading" so researchers are interested in researching teacher strategies in developing the early reading ability of 5-6-year-old children at the Kuala Lipis Life Science Kindergarten Pahang, Malaysia. By using the "Challenge Ring" book, the Kindergarten has also succeeded in developing children's early reading skills by using strategies so that children can read fluently and achieve the expected target. In addition, the teacher uses the technique of repeating words 5000 times throughout the 100 days of the reading challenge, this can help in memorizing the reading.

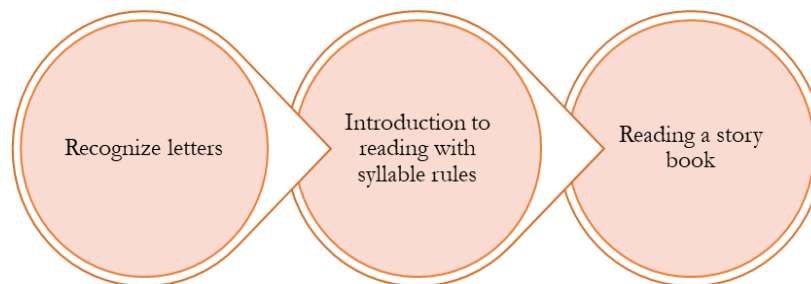
## METHODS

This research uses a qualitative method by using research methods in the form of observation and interview (Putri et al., 2022; Febriani et al., 2023; Nasril et al., 2023). To see the early reading development strategy that has been prepared by the Kuala Lipis Science Kindergarten, Pahang, Malaysia. This research was carried out at the Kuala Lipis Natural Science Kindergarten, Pahang, Malaysia, the reason for choosing the location is the Kuala Lipis Natural Science Kindergarten, Pahang, Malaysia because based on initial observation, looking at the teacher's strategy in developing children's early reading ability from the age of 5 to 6 years at Kuala Lipis Life Science Kindergarten, Pahang, Malaysia, from here the researcher is interested to see how and what strategies teachers can develop early reading skills at the age of 5-6 years at Kuala Lipis Life Science Kindergarten, Pahang, Malaysia. The researcher chooses how to analyze qualitative data by using qualitative research is research used to study the condition of scientific objects, where the

researcher is the key instrument. According to [Baxter & Jack, \(2015\)](#); [Peterson, \(2019\)](#); [Roberts et al., \(2019\)](#), this research is suitable to be applied in conditions like this because the research will plunge directly into the field so that problems will be found.

## RESULT AND DISCUSSION

Based on the results of the author's research, there is a strategy to improve children's early reading ability at the age of 5-6 years at the Kuala Lipis Pahang Science Kindergarten, Malaysia. The strategy for improving reading ability with the named 100 days of reading by using the Ringkod book, there are three stages of the implementation of 100 days of reading can be seen in the following picture:



**Fig 4. The Implementation of 100 Days of Reading**

The media that will be used in the Kuala Lipis Pahang Life Science Kindergarten, Malaysia uses flash cards, reading books, television, and loudspeakers, loyal teachers have their teaching techniques to attract children's interest in learning but in kindergartens, there a strategy that is a unit according to researchers, in Kindergartens Ilmu Hayti Kuala Lipis Pahang, Malaysia uses a strategy that has been provided by the kindergarten, which is to learn to read using a ring code book (challenge book) with a set time of 100 days of reading using a ring code book, then the kindergarten also uses the strategy of telling stories and reading together. This code is important and is always used because it is beneficial in the teacher's strategy in kindergarten. Every child who succeeds in the challenge will be rewarded to indicate the child's success so that the child feels appreciated.

This theory follows the research results found by researchers that reading requires a process and also a strategy to be able to help in developing children's early reading ability which needs a process and a strategy. So with the strategy provided by the Kuala Lipis Kindergarten, Pahang, Malaysia by using 100 days of reading as involving the reading process, in the kindergarten using storytelling media and reading together can also help in developing children's early reading ability. Then this research is strengthened by the results of research conducted by [Kendrick & McKay, \(2016\)](#), reading children will get a broad perspective and will get used to using their brains and imagination to become knowledgeable adults with broad vision. The principle of learning to read is to create a habit and interest in reading from an early age. Learning to read in tandem with the natural language of children at an early age, the materials provided for learning to read should be whole and meaningful ([Putri et al., 2018](#); [Qomari et al., 2022](#)). This means that teaching materials need to be provided to children in a complete form ([Febriani et al., 2022](#)).

At the intermediate level of reading, student 1 can read his name well and can already write his name but is still helped by the teacher. Children can already know the vocabulary well and can read on their own, but telling stories to friends is still helped by the teacher. In Level 2 students, the beginning can

recognize the shape and sound of a b c, recognize objects with pictures, read names, and write their names, they are still at the stage of being helped by the teacher. In the early stages, almost mastering all aspects, the child is still helped by the teacher. In the middle stage, there is a good development, the child can recognize the shapes and sounds of a b c, able to recognize objects with pictures, able to read and write their names, able to read vocabulary, read by themselves, and also tell stories to friends better than the first stage. In the initial stages of students, the ability to recognize the shapes and sounds of a b c, recognize objects, and read their names has developed well, but writing their names still needs help from the teacher. The need to introduce students' letters takes a month to be smooth. At the initial stage of starting to read student 4, the development is different from other students, In the initial stage the child already knows the shape and sound of a b c well and quickly understands what has been taught, student 4 can already recognize the shape and sound of a b c and student 4 knows form pictures, read their names and can write their names without help.

In the middle stage of development, children understand faster than in the first stage. In terms of reading vocabulary, student 4 can read faster and student 4 can also read and tell stories to classmates. At this stage after 100 days reading development is faster and without the help of teachers and students 4 also, has become a senior reading to other classmates. So that the role of parents is also important in helping to develop children's early reading skills because parents are the most important and the ones who are closer to children's daily lives (Snow & Matthews, 2016; Suskind et al., 2016; Sanders & Turner, 2018). Especially in the development of children's positive character, one of the children's positive characters in reading, because the family, especially the parents, is the first school for children at an early age (Ronimus et al., 2014; Purnama et al., 2020; Malelak & Taneo, 2021; Fitria et al., 2022). Parents should also introduce a b c to children when at home, efforts can help more in the ability to recognize letters to children, at an early age in life is an important foundation for children's specific development

## CONCLUSION

Based on the results of the research data analysis that the researcher has conducted on the teacher's strategy in developing the early reading ability of 5-6-year-old children at the Kuala Lipis Life Science Kindergarten in Pahang, Malaysia, it can be concluded that the teacher's strategy uses a unique strategy from the Kuala Lipis Life Science Kindergarten Pahang, Malaysia. This can be obtained from the results of the analysis of research data obtained from the results of observations and interviews at the biology kindergarten in Kuala Lipis, Pahang, Malaysia, with a strategy that uses the 100-day reading strategy by using books provided by the kindergarten, namely the challenge book. Using the strategy can help children develop their early reading skills from the age of 5-6 years at the biology kindergarten in Kuala Lipis, Pahang, Malaysia. This can also be seen from the results of data analysis obtained from observations and research interviews that there is success in the teacher's strategy in developing children's early reading skills by using the strategy that the unit has provided at the beginning by using a challenge ring book with 100 days of reading.

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