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Testing ICT-based Learning Model 'Creative Reading' as A Trigger of Children's Metalinguistic Awareness in Learning English

Mozes Kurniawan¹

Universitas Kristen Satya Wacana, Indonesia

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ABSTRACT: This 21st century is known as a period in which access to information and communication technology (ICT) are widely open. This brings good in various fields, one of which is education. In relation to the use of technology in education sector, Kurniawan developed a learning model based on ICT that is a combination of the components of animation technology with aspects of English learning specifically reading comprehension. The model is called Creative Reading Learning Model aiming to increase vocabulary understanding, concept and the use of previously owned knowledge. The model emphasizes the role of educators in preparing learning and students in understanding learning through the help of animation technology that can arise prior knowledge to understand learning materials. This study aims to complete the Research and Development phase until the product is complete and analyze the pedagogical implications of the application of Creative Reading as a form of triggering metalinguistic awareness in the test group. Data obtained through observation. The results of this study indicate that children understand most of the vocabulary presented. Related to metalinguistic awareness, there are children who have used English intentionally with an understanding of form and meaning as the basis.

Keywords: *Creative Reading, English, Learning Models, Reading Comprehension, Vocabulary*

¹ Corresponding Author:
mailbox.mozeskurniawan@gmail.com
Universitas Kristen Satya Wacana, Indonesia

1 INTRODUCTION

This 21st century is known as the century in which access to information and communication is wide open and allows humans to communicate and exchange information from one country to another in a matter of seconds. Of course, this brings good in various fields one of which is education. The wide-open access to information makes the process of education more helpful and richer. As stated in the U.S. education plan, U.S. Department of Education (2017) that broad access to information to support education is now possible through appropriate learning technology infrastructure.

The technology that has been stated earlier is used to support the process of preparation for learning by accessing information resources for a broad and complete study of data providers and global information sites such as Google, Bing, Yahoo, ResearchGate, Academia and so on. For processing and presenting of data, information technology is used such as Microsoft Word, Excel, PowerPoint, Adobe, media players and so on. Moreover, there is also a form of technology as a medium used in the learning and teaching process such as WhatsApp, LINE, Schoology, Edmodo which in one of the related studies was declared effective in supporting learning so that learning was more efficient, easily accessible, flexible and encouraged students to more active (Georgescu, 2010; Kurniawan, 2012; Kurniawan & Tanone, 2016).

Technology plays an increasingly important role in educational practice, including interventions for struggling students (de Souza et al., 2018; Torgesen, Wagner, Rashotte, Herron, and Lindamood, 2010). O'Brien, Habib, and Onnis, (2019) study focuses on the efficacy of tablet-based applications for the purpose of supplementing early English literacy interventions with grades 1 and 2 children. The results suggest the need to examine interactions between different types of technology-based interventions and individual differences in the learning profile. In connection with the use of technology that has been proven to bring effectiveness in the world of education, for the scope of English education, Kurniawan (2016) in his research, developed a learning model based on information and communication technology (ICT). It was the combination of components of animation technology with aspects in English learning specifically reading comprehension called Creative Reading Learning Model in order to improve understanding through mastery of vocabulary, concept of ideas and the use of previously owned knowledge. The model emphasizes the role of educators in preparing learning and students in understanding learning through the help of animation technology that can arouse prior knowledge as a means of understanding the material provided in the learning and teaching process (Flemban, 2018).

Based on the tendency that learning in the classroom still uses conventional models where the teacher gives lectures then followed by assignments in the form of reading questions (if focused on reading skills) on student worksheets. At an earlier level such as Kindergarten, a verbal translation model is still used that relies on students' memories without developing into a form that is felt to be more interesting and effective. These things are considered challenges in mastering English language skills. In line with this reality, Copland, Garton, & Burns, (2014) in their research stated that one of the challenging aspects of English learning is general category that includes disciplines, behaviors and classroom management.

In addition to aspects seen in terms of students, there are also challenges from the educator's side as stated by Masnan & Ngajib, (2016) that teacher competencies, learning models / methods and teaching materials are important things to consider. These components can be a challenge in learning English especially for Kindergarten students because of the ongoing development and learning that leads to the stimulation of aspects of development that are simultaneously carried out. Therefore, it is necessary to adjust the design of the model that can accommodate the needs and challenges of learning English.

In the Creative Reading learning model design, junior high school students are used as a testing group after the design is revised. However, this study wants to adjust test groups from junior high school students to early childhood / Kindergarten students. Some components that are included in the development of the model and need to be adjusted are presented in Table 1 below:

Table 1. Learning Model Adjustments

| No | High School Aspects | Early Childhood Aspects | Adjustment |
|----|---------------------|-------------------------|------------|
|----|---------------------|-------------------------|------------|

| | | | |
|---|-----------------------------|---------------------------------|-------------------|
| 1 | Visualization (image/video) | Visualization (image/video) | Ok |
| 2 | Text (Paragraph) | Text (words) | Adjustment needed |
| 3 | English course focus | In class learning focus | Adjustment needed |
| 4 | Reading comprehension | Vocabulary recognition question | Adjustment needed |
| 5 | Slides / Video presentation | Slides / Video presentation | Ok |

Based on Table 1 Learning Model Adjustments, there needs to be an adjustment of what has been done in the process of developing the Creative Reading learning model to be tested on groups of early childhood / Kindergarten students. The aspect of the amount of text at the junior high school level ranges from three paragraphs adjusted to form the unit vocabulary up to 10 words for Kindergarten. The focus aspect of the trial model that was initially directed towards English subjects by following the subject matter of subjects was adjusted towards the general learning for Kindergarten following children's age level and the standard of language development achievement. Aspects of the form of assessment at the junior high school level are in the form of several open questions with the expectation of complete and detailed answers from the text understanding to be adjusted to questions that require Kindergarten students to repeat the vocabulary taught and understand the meaning of the vocabulary. The adjustment changes the content of the material but does not change the structure of the model. In this study, the Creative Reading ICT-based learning model will be adjusted in terms of the design of the use and teaching content for Kindergarten and then it will be tested in the teaching learning process. Finally, this research aims to perceive the process of testing Creative Reading learning model and get the ideas of what is happening in area of metalinguistic of early childhood students. It also proposes the answer for those who are still using conventional method regardless the recent need of digital natives that is the integration of fun and creative learning method, media and resources in a form of model. By highlighting those benefits, this research reaches its significance to contribute positively to recent dynamics in the area of early childhood language development.

2 THEORITICAL STUDY

2.1 *Characteristics and Learning Needs of PAUD English*

As is well known that early childhood is a period of human development when a lot of information from outside (the context outside the child's thinking) is absorbed so quickly and strongly that makes this period very important to consider and pay an attention. This characteristic of information absorption can be an opportunity to instill learning, knowledge and skills development if managed properly. Related to language learning in Kindergarten level, especially at the age of 5-6 who already have a basic mother tongue, they tend to be able to learn a second language, a language beside their first known language or if in the context of Indonesia is still called a foreign language. The language stated refers to English. This condition needs to be addressed appropriately so that strategies for developing reading skills can be carried out during this golden period. It is just that, in fact, the golden period is still not used optimally in the process of improving the language skills of Kindergarten students. In general, there are still educational institutions that are still conventionally designing English language learning so that the visible approach is behavioristic. The approach tends to make the teacher as the center and students as objects of the transferring of knowledge through learning that tends to be one-way or learning that tries to react two-way, but the teacher is still too dominant. In Table 2, Cadena (2006) study presented a pedagogical process that occurs in the reality of current learning trends.

Table 2. Pedagogical process in Reading Process

| | In-Class Approach | Reading Process | Reader's Role |
|--------------|-------------------|---|--|
| Conventional | Behaviorism | Remember words/concept, learning material translation | Passive, information is provided to the reader |

| | | | |
|--------|-------------|---|--|
| Modern | Cognitivism | Understanding gained from readers interaction to the readings, text, and class/learning context | Active, readers use reading strategies, information is formulated when readers undergo reading process |
|--------|-------------|---|--|

Learning tendencies that are only filled with memorization and translating activities will gradually bring unfavorable effects on the learning atmosphere that has implications for learning outcomes, namely the development of the child itself. In a study conducted by Kurniawan and Tanone (2016) it was found that learning especially for English for young children carried out with a conventional system tends to make children get bored quickly. Their concentration on learning becomes shorter and the atmosphere triggers children to look for activities that are fun even though out of context learning such as talking to classmates or playing with items close to them.

Children need a fresh method of learning where they tend to be more active and intensively involved. A fresh method of learning is obtained by creative innovation even though it is only simple in the preparation, implementation and evaluation of learning. A pleasant learning environment is very beneficial for students and teachers themselves. With the learning environment and the delivery of learning in accordance with children's learning styles, knowledge tends to be well received and effective (Masnan & Ngajib, 2016). The fun learning is then translated by applying various technologies; one of them is animation in English learning for Kindergarten setting.

2.2 *Development of Creative Reading ICT-Based Learning Model*

The Creative Reading learning model was developed based on the needs of the characteristics and needs of English language learning at this time where technology in particular that can stimulate students' thinking is integrated in learning English specifically reading comprehension. For the need of English reading comprehension skills, there are a number of things that should be noticed. Reading comprehension is an important part of reading skills. To build the skills, those who want to improve their skills need to extract and construct ideas according to the material presented as material from reading activities. There needs to be an active and free coercion so that the process of understanding a reading material can run well (McNeil, 2012). Reading skills especially in English also involve cognitive information processing in the brain so there is a need for coding so that readers in this case students can be interested in reading material and the atmosphere that exists when the reading process is carried out (Salazar, J. V. A. & Gallardo, 2017).

This Creative Reading learning model has a basis for creativity in reading. Reading itself has three stages according to Ceballos, Grenna, Joy, and Chall (2012). First, the pre-reading stage is the stage where students begin to read and, in the process, there is a connection of words, sentences or ideas that are read with bias knowledge that they already have before. This preparation stage for understanding continues to the during reading section. During reading phase is the stage where students try to understand part by part of the reading. If it relates to younger students, this section can be translated as the stage where the word is being understood, compared, and memorized to bring up an understandable concept. Meanwhile, at the last stage, after reading, students make improvements or confirm understanding through the help of questions, directions and / or activities that make the results of their understanding increasingly believed to be an appropriate understanding.

From the reading comprehension aspect of the Creative Reading learning model, it was found that there are several parts included in it and can be a concern in adjusting or granting the model in the future. There are aspects of language features or language components that are parts of the language involved in the process of understanding the meaning of reading. The parts included in Timothy (2019) research such as grammar (structure), and vocabulary (words) which are the basis for forming a more complex understanding. There is also an aspect of the question (an understanding confirmation tools) which is a form of assessment of reading comprehension and a form

of reinforcement or emphasis of what has been understood. There are also aspects of text type (style and genre) or it can also be paired with essays (readings) which in this case are adjusted by using only some words in English for early childhood students. These aspects are adjusted and integrated with supporting technology in the form of animation material. It can be the use of other forms of audio and visual technology (Kurniawan, 2012).

For aspects of animation technology, there are three aspects contained therein. Audio and visual effects (the influence of sound and images) are part of the technology used as a presenter of the language aspects designed in the learning process. In addition, there are aspects of users who are individuals who use technology in the learning process. Another aspect is the suggestopedia effect which is the accompanying impact of the application of technology which is expected to make students more involved and find learning so enjoyable (Karavas, 2014; Kurniawan, 2012)

This model has six stages that is called model syntax. Later, this syntax will be the basis of applying Creative Reading learning model in student's teaching learning process. First, teacher prepare the teaching by planning the lesson. This stage should be done by adding some of amination technology integrated with reading comprehension aspect stated in the body of the model visualization. For student, in this stage, the generating the lesson that teacher initiate. This initiation bring student to the readiness of learning language. Second, after planning the lesson, teacher should find any sources supporting the theme/sub-theme. Teacher are guided to use internet, online resources and any related tools to help them get the best material for children language learning. In this second stage, students connecting what they learn with what they have learned before. This stage considered as the beginning of metalinguistic stimulation. Third, Teacher adjust the material get from resources with the need of real class intended learning. By doing so, teacher can suit the material with students need based on their study level or language development. Student, in this stage, start to analyze what the learn and they have known to get a fresh idea complementing their existing idea or replacing their miss concept idea. Fourth, teacher prepare the media by creating audio visual aid. This aid is made by considering animation technology aspects such as visual effect also known as motion pictures / videos, the level of its user and suggestopedia effect that will be one powerful aid. Here, student play their role to predict the result of their analysis. It means that new language that children learn, their previous experience related to that words and their new develop idea is predict and process within their mind before it is expressed. Fifth, teacher implement the learning lesson to the real practice in class. While I this stage, student execute what they have analyzed to the expression of language. The last, both student and teacher in their own phase will evaluate and reflect what they have done in class learning.

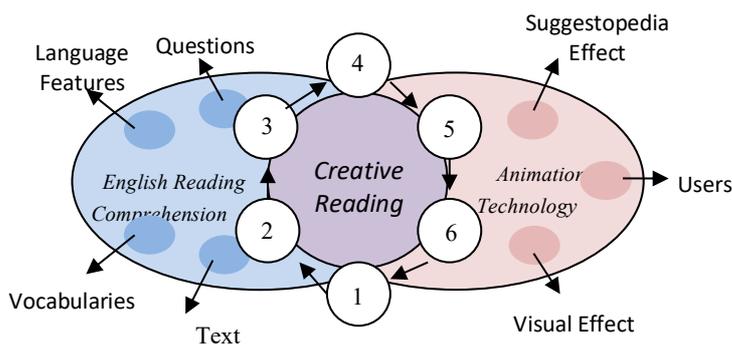


Figure 1. Creative Reading Learning Model (Kurniawan, 2016)

Meanwhile, the basis of creativity that underlies the making of the Creative Reading learning model is derived from the idea of creativity from Guilford (1977) which states that there are several stages to achieving a creative thought. The following stages of creative thinking developed by Guilford (1977) as follows: 1) fluency 2) flexibility, 3) originality, 4) elaboration, and 5) re-definition. From these stages, it is believed that in the process of reading, students can develop their creative thinking to create a thought of the collaboration of existing knowledge with the

meaning of the reading done. This is closely related to metalinguistic awareness which is expected to develop well in the application of this learning model. By understanding the form of language and its meaning, students are expected to learn language, in this case words, effectively optimally. That is why metalinguistic awareness need to be perceived by implementing this learning model.

2.3 *Metalinguistic Awareness in English Language Learning*

Metalinguistic awareness is a form of ability to think, analyze and express about language regardless of the concrete meaning of the language aspect itself. In general, this metalinguistic awareness can be perceived from the expression of vocabulary and its meaning. Language dominance predicts the transfer of lexico-semantic (cognitive) knowledge at the linguistic level, as well as multilinguistic awareness at the cognitive-language level (Robinson Anthony, Blumenfeld, Potapova, & Pruitt-Lord, 2020). Meanwhile, metalinguistic awareness is detected when someone views a form of language such as vocabulary in a decontextualized manner. Aspects of language are seen from the real or concrete scope to the more imaginative (abstract) scope. If related to the ability to read, this metalinguistic awareness is an ability of the reader who is able to capture another idea from the reading passage (from the smallest words to the wider words such as paragraphs) regardless of the original or real meaning of the passage.

Metalinguistic awareness is closely related to reading comprehension. In relation to the language to be learned or the literacy ability to be developed, this metalinguistic awareness has an important role. In developing reading skills, it requires at least phonological awareness and morphological awareness. Awareness of the mention of word forms, the meaning of words with language sound facilities becomes the main point of phonological awareness. While the formation of word structures, parts of words (such as decapitation) become the main point of morphological awareness. These two things combine and play a role in increasing metalinguistic awareness of reading content in a language (Li & Wu, 2015).

In English language learning for early childhood student, especially in reading comprehension, the language component used is still limited to words to a collection of simple words forming sentences. Especially in children aged of 5 to 6, the tendency of new vocabulary taught ranges from up to 10 words per day. At that age range, it is believed that it has also begun to show readiness to become bilingual speakers (Soesilo, 2018). At this stage of age, children begin to develop their abilities by taking on the role of listener and looking at forms of language (oral or written) in the perspective of parties outside the language user. Beginning with grasping the principles of language, then the child begins to understand that the form of language such as words can have two different meanings. The initial meaning tends to be already or is being understood and the second meaning is still related to the word. After understanding this principle, word confusion began to emerge due to lexical ambiguity. From that stage, begin to organize the correct ideas into an understanding of more than one meaning that is right on the same word. This section is the beginning of increasing metalinguistic awareness. It is believed that this metalinguistic awareness can be increased along with the increasingly meaningful language learning process that is well received by students. From the concept of lexical awareness that becomes one of the bases of metalinguistic awareness, children are stimulated by expanding the knowledge of vocabulary size, depth dan organization (Altman, Goldstein, & Armon-Lotem, 2018). Therefore, developments in the English language learning model are needed to achieve goodness in the process of learning and teaching languages especially for English as a foreign language in Indonesia at Kindergarten level.

3 METHODS

This research uses a Research and Development method. This method explores the potential and problems as the basis for the development of a design model which then through several stages a hypothetical model is developed that can be used as an alternative in the implementation of learning English. This study uses a developmental focus that is the development of English in children aged 5 to 6 in terms of vocabulary recognition. This research is a continuation of R&D research

that has been conducted by Kurniawan (2016) which has produced a validated Creative Reading ICT-based learning model.

The model was then validated by two practitioners who were experts in the field related to the design of this learning model. The two experts are a practitioner in the field of English who has been involved in reading comprehension and practitioners in the field of technology who develop their knowledge in the world of multimedia and animation in it. From the validation found some weaknesses that are outline, namely regarding the understanding of design that is less clear because there are no actual parts that need to be understood by the model user in designing learning with that model. Therefore, the Creative Reading learning model develops into more detail. The learning model was originally intended for high school students and later in this study wanted to be adjusted according to the content and design of learning for early childhood students aged 5 to 6 in Kindergarten school level. This study aims to adjust the design of Creative Reading learning models that have been developed with the Kindergarten student test group, finalize the Creative Reading learning model in English language learning, and analyze the pedagogical implications of applying Creative Reading as a form of metalinguistic awareness triggers in the test group.

In the Research and Development type of research, respondents to be examined are children aged 5 to 6 at a representative of the Kindergarten school level in Salatiga, Indonesia. The number of respondents was around 20 children; which is divided into two classes at the intended institution. There are no special requirements in the selection of research respondents. Respondents who have been determined will be the main data sources in learning activities. Researchers and teachers involved in learning become one of the data collectors in this study. The data in this study were obtained by various techniques in accordance with the expected data. Here are some data collection techniques used.

3.1 *Observation*

Data that is the activity of students in learning is collected by observation technique. Observation guidelines are made as a form of data collection in the model-testing segment in the field. Observation guidelines as a guide for this technique are prepared by taking into account aspects of language development in the age of 5 to 6.

3.2 *Rating Scale*

This instrument is used as a complementary form of observation which is a tool to measure or record the developments raised by students. In the recording process, students will have a condition of learning so that the data obtained will be authentic or natural. The results of the model trials were obtained from observational data and scale levels related to student behavior when there was a learning process with that model, the level of progress in students' language abilities (the scope of English vocabulary) and the final evaluation of the model of the results of the implementation of learning models in English learning. The results of data gathering then become the basis for giving the finishing touch and completing the creative reading learning model documents. Furthermore, the model is ready to be packaged in the form of a model description book that can be alternative in learning English.

4 RESULT AND DISCUSSION

In accordance with the stated research objectives, this study focused on the following matters: 1) adjusting the design of the Creative Reading learning model that had been developed with the Kindergarten student as the test group, 2) finalization of the Creative Reading learning model in English language learning, and 3) analysis of pedagogical implications by applying of Creative Reading learning model as a form of triggering metalinguistic awareness in the test group.

4.1 *Customization of the Creative Reading Model with Children's Characteristics*

Based on the initial review related to the suitability of the initial model with the target students, namely Kindergarten B (ages of 5 to 6), it was found that visual (pictures / videos) aspect of the

model could still be said to be appropriate if it was to be applied in learning at Kindergarten level. The visualization aspect was one aspect that triggers the development of children's potential in this case aspects of language. In the aspect of text or type of reading that was originally designed in paragraph form, it still needs to be adjusted, like by changing the form of text into word level or group of words because the child is still in the process of understanding words to simple sentences. Related aspects of English subjects, according to the characteristics of children's learning characteristics, this aspect needs to be adjusted to the form of learning English while doing activities or play activities. This is similar to learning content by using or introducing English that is generally included in the study of Content and Language Integrated Learning (CLIL) where content is taught in English or teaching English through content learning.

In the aspect of understanding texts, this model needs to be adjusted in relation to children's language understanding which in this case is directed to the form of repetition and vocabulary understanding. Children in the age range of 5 to 6 have not been familiarized with language learning in the form of many and complex reading texts especially for the introduction of foreign languages, one of which is English. Moreover, for the aspect of presentation in the form of PPT slideshow or video is still considered relevant because in children's learning, especially in the era of the industrial revolution 4.0, learning is directed at the introduction of technology including Information and Communication Technology (ICT) so that PPT slideshow and video can indeed be used. Therefore, based on this, lesson plan was prepared which refers to the reference to the process of preparation and implementation of learning with the Creative Reading learning model that is ultimately implemented in classroom learning. Table 3 showed the sample of adjusted lesson plan for early childhood students learning.

Table 3. Sample of Adjusted Lesson Plan for ECE Students

| Theme: Nation – Indonesia | | | | |
|--|---|---|---|--|
| Indicator: | | | | |
| 3.6 : Get to know the objects around him | | | | |
| 3.12 : Get to know early literacy through play | | | | |
| 4.10 : Demonstrate receptive language skills (listening and reading) | | | | |
| Purpose: | | | | |
| - Introducing child poetry in English | | | | |
| - Introducing some vocabulary in English | | | | |
| - Train children to read in English | | | | |
| | Activities | Media | Method | |
| Pre-Teaching (15 min.) | - Pray - Dialogue about Indonesia - Sing a song 'Merah Putih' | - Audio play | - Dialogue | |
| Whilst Teaching (90 min.) | - Introduce some vocabularies from song lyric - Arrange and introduce 10 English words taken from the song - Share the meaning of every English word for today's learning | - Marker - White board - Visualization from LCD - Video content / song - Pictures | - ICT based learning - Question and answer (interactive communication) | |
| Break (30 min.) | - | - | - | |
| Post Teaching / Closing (15 min.) | - Question and answer from activity done before - Reading some word learned before - Mention some English vocabularies for today's learning | | - Question and answer (interactive communication) | |

| | |
|------------|--|
| Assessment | <ul style="list-style-type: none"> - Children are initially confused because they have never spoken English before - In mentioning vocabulary there are some children whose pronunciation is clear - Children are very enthusiastic in reading the verses that have been provided |
|------------|--|

It is a lesson plan that is tailored to the child's characteristics. English learning that adapts learning characteristics in early childhood period produces some adjustments at the level of content being taught such as themes, sub themes and focus of learning. Including, there are adjustments to the type of language to be developed in this case the level of words that are the target of language learning at this level. These adjustments are summarized in the lesson plan designed so that it is clear that there is a reflection of the suitability of the content and type of reading that can be learned and later seen how far the mastery can be recorded. Based on that lesson plan, there are total of 10 words the teachers are intending to teach following Creative Reading learning model. Those words are red, white, flag, brave, holy, love, proud, country, Indonesian, and sky. Those words are chosen in line with the theme Nation – Indonesia. Those words are taught by integrating ICT like PPT slideshow and topic-related video.

4.2 *Creative Reading as a Learning Model for Reading English*

Existing Creative Reading learning models have been put into practice in learning settings in early childhood classes. In accordance with the concept of the model as presented as follows, we found several results of the application and the perspective of the teacher using the model. Teacher followed all six stages of Creative Reading learning model and find that the model is really useful. The usefulness of this model is more on giving teacher the procedure of preparing and integrating reading aspect and animation technology, so they are ready to teach language to children. While, there are also some result of children’s improvement gained from the data analyzed.

In accordance with the results obtained by teachers when using this model in teaching learning process of early childhood level especially for Kindergarten B (ages 5 to 6) to improve English language skills particularly for children’s vocabulary recognition. Ten English vocabularies are determined according to the lesson plan that has been designed. There are two phase application which are practice in lesson 1 and practice in lesson 2 in prior determined Kindergarten. From the implementation, the students' vocabulary recognition ability level is recorded as follows:

Table 4. Vocabulary Recognition Skill – Lesson 1

| Name | Correct Answer (Vocab.) | Notes |
|---------|-------------------------|---------------------------------|
| Std B1 | 6 | |
| Std B2 | 6 | |
| Std B3 | 6 | |
| Std B4 | 5 | |
| Std B5 | 6 | |
| Std B6 | 6 | |
| Std B7 | 7 | Total of correct answer: 102 |
| Std B8 | 8 | |
| Std B9 | 6 | Average of correct answer: 6 |
| Std B10 | 7 | |
| Std B11 | 8 | |
| Std B12 | 5 | |
| Std B13 | 7 | |
| Std B14 | 7 | |
| Std B15 | 6 | |

| | |
|---------|---|
| Std B16 | 6 |
|---------|---|

Table 5. Vocabulary Recognition Skill – Lesson 2

| Name | Correct Answer (Vocab.) | Notes |
|---------|----------------------------|---------------------------------|
| Std B1 | 8 | Total of correct answer: 126 |
| Std B2 | 8 | |
| Std B3 | 8 | Average of correct answer: 8 |
| Std B4 | 7 | |
| Std B5 | 8 | |
| Std B6 | 8 | |
| Std B7 | 8 | |
| Std B8 | 8 | |
| Std B9 | 8 | |
| Std B10 | 8 | |
| Std B11 | 8 | |
| Std B12 | 7 | |
| Std B13 | 8 | |
| Std B14 | 8 | |
| Std B15 | 8 | |
| Std B16 | 8 | |

Based on the learning results, it can be understood that there is an increase in post-modification of the use of animative media in learning to read word levels at the level of Kindergarten B. Including, the integration of animation technology especially visualization reference and reading aspects particularly English words, there are several notes such as:

- The model help teacher to prepare teaching learning materials easily creatively even though it takes a lot of time
- Evaluate the level of child development, for example English vocabulary spoken orally before applying the model and right after the model was applied
- In the first learning activity there are less activities (including attractive image, sound or movement) so that the children feel bored because they only sit and listen to the teacher facilitating the class. It would be better to be given a little attraction such as motion graphic, audio and visual games (specifically to help children recognize letters and vocabulary mastery) and the vocabulary given should be repeated
- In the second learning activity implementation there has been a development of the child (to remember the total of 10 vocabularies offered in class teaching learning process) because there has been a modification in the activities that are integrated with the animation giving the sense of realistic visualization including activities experienced directly from the animative images presented. Visualization is more alive with the help of the display on the LCD

In general, Creative Reading learning models that have been modified to be applied at the Kindergarten level are considered to provide positive things in learning for children. Meanwhile, it appears also that things are considered good by the teacher as a model user. The tendency of preparation to the assessment of structured learning, guided and well monitored preparation, the implementation of learning that emphasizes the improvement of children's development in terms of language skills in this case English vocabulary level. In addition, although this model is considered to be time-consuming, the teacher using the model experiences better benefits than preparing lessons to his evaluation without guidance or guidance especially in the integration of animation and linguistic aspects. Not all teachers know or are able to integrate because of their lack of understanding of the steps. Some teachers from observed school showed the difficulties to

prepare good English language activities for children. They did not have a plan or procedure to start preparing the lesson. In this case, the Creative Reading learning model is considered to be a bridge for teachers to understand more about ICT integration (animation) and aspects of reading through the Creative Reading learning model. By implementing stages in Creative Reading learning model, they solve some limitation or difficulties in teaching language for children.

4.3 Pedagogical Implications of Creative Reading on AUD Metalinguistic Abilities

The metalinguistic idea that is carried out in this study simply wants to look at the implications of what appears in the application of the Creative Reading learning model. The target subjects are children aged 5 to 6 at Kindergarten B school level. Metalinguistic levels as referred to from Wiig's idea (2016) which generally gives a picture that in increasing metalinguistic abilities begins with an understanding of the language (morphological, including phonetic) in its narrative when the focus is reading) which then continues on the meaning (semantic). Both of these will show how the child understands and uses language he understands intentionally. From this basis, this section is divided into three parts, namely the vocabulary of the presentation, understanding the form of language presented and understanding the meaning of the language presented. Table 6 below helps the three presentations to be more aligned.

Table 6. Analysis of form and meaning (metalinguistic awareness) understanding

| Vocabulary | Form Understanding | Meaning Understanding |
|---|--|---|
| 3 related words - 'red' - 'white' - 'flag' | The average student seems to understand the form of words presented together with the translation and visualization of the animated images that support the word | The meaning of the three words are well connected and the child can clearly understand the meaning of each word correctly |
| 2 related words - 'brave' - 'holy' | Understanding these two words seems to be uneven even at the level of adjectives. 'Holy' seems more understandable and the form is memorized rather than 'Brave'. 'Brave' visualization is more clearly understood than understanding the form of the 'Holy' | For the meaning of these two words is difficult to memorize and understand. When given the meaning in Indonesian, children understand but do not completely memorize the meaning of the 'Holy' which is sacred |
| 2 related words - 'love' - 'proud' | Understanding the following two nouns seems to be out of balance. The form of the language of 'Love' is more understood than 'Proud'. Visualization of 'Love' is also captured by children well rather than 'Proud' | The meaning of these words can be well understood by children especially 'Love' who appear to be given a detailed example explanation that illustrates the understanding and connection of language use experience in the previous time |
| 2 related words - 'country' - 'Indonesian' | These two words are easy to understand from the level of the connected language and can be visualized even though the word 'Country' seems not well understood. | These two words are easily understood and easily memorized. When given the term country for children who understand can give other forms besides 'Indonesian'. However, this only happens to some children who do not inherit the whole |
| 1 complementary word - 'sky' | This word can already be understood from the level of form and visualization of supporters | Understanding the meaning of this word seems good and is supported by the right thought patterns of what is 'Sky' and its characteristic is white. |

Therefore, it can be said that children at this educational level have begun to develop a simple metalinguistic ability of the 10 vocabularies taught. Based on understanding the form and meaning of words, it is known that the children who were respondents in this study showed a progress in terms of understanding the form of words and their meanings. This metalinguistic awareness appears when children can explain the meaning of the word, they read is based on the form of words that have been taught with the help of the Creative Reading learning model. In line with Abdon et al., (2019) research which revealed that full bilingual learning has better performance than partial bilingual. This indicates the benefit of seeing the competencies of bilingual children in multilinguistic awareness. Of course, the association of meaning and form of simple words that are described in a brief explanation at the level of early childhood.

From this, it was found that the Creative Reading learning model for early childhood especially in language learning can still be said to play a good role. Apart from the limitations that seem like the syntax sequence of learning that may not be in accordance with the proposed model, but the flexibility of learning can be a supporter of the effective application of this model. an idea that also seems to be in line with the results of this study is the result of Kurniawan and Tanone (2016) research (2017 that the concentration of children when learning that affects the understanding of the form and meaning of words is also supported by the existence of learning innovations such as the integration of ICT in learning. The change from conventional learning to digital has a potential influence in determining the understanding of English that is being learned and is an interesting means for children to be actively involved in learning.

5 CONCLUSION

From the research results obtained, it was found a concept idea that learning English for kindergarten around 5 to 6-year-old children seems to have been well followed especially in the aspect of reading. This is supported by the teacher's understanding of the Creative Reading learning model presented which is considered helpful in guiding the preparation, implementation and evaluation of children's language learning. For the results obtained, it appears that children in Kindergarten B are mostly (8 out of 10) able to learn the vocabularies taught in terms of form and meaning. The metalinguistic ability which is apparent from the understanding of forms which is assisted by visual ICT integration (animation) gives a positive impression. Likewise, on the understanding of meaning, a child's tendency can already elaborate the contents of the mind and simple knowledge related to the words taught. Finally, it appears that Creative Reading learning model is a form of creative thought in mind that creates new ideas in an effort to enrich the characteristics of a word.

This study still seems to have limitations, especially when the implementation of learning is only limited to two lessons. Then, the materialistic aspects that appear are only in the form of an understanding of the form and meaning which finally reveal the enrichment of the English vocabulary characteristics taught. For further researchers, it is suggested to be able to add the time allocation of implementation of learning and expansion of aspects of metalinguistic studies. Metalinguistic which is limited to morphological / phonetic and semantic on improving children's creative reading ability only provides a general and basic picture while when this is expanded with the presentation of children's understanding, the relation of background knowledge and Creative Reading learning model facilities can become richer and deeper elaboration.

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