

**PRODUCT TEST FOR LITERACY-ACQUISITION MODEL FOR
READING AND WRITING TOWARDS THE MODELS OF
TRADITIONAL, CR, PHONIC, AND CCBM
FOR CHILDREN OF 3-6 YEARS OLD**

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Introducing reading and writing to young children should be based on the concepts of natural language acquisition and the involvement of the children with real writings in their surroundings contextually (literacy). The model meant in this case is the Literacy-Acquisition Reading-Writing Model (*Baca-Tulis Akuisisi-Literasi*, BTAL). This study aims to test the product of reading and writing using the models of Traditional, Cantol Raudhoh (CR), Phonic, and Rapid Way to Learning Reading (*Cara Cepat Belajar Membaca*, CCBM) for children of 3-6 years of age, who were grouped into the age-groups of 3-4 years, 4-5 years, and 5-6 years.

This product test was carried out using the design of quasi experiment (*pretest-posttest with control group design*). Subjects of this study were 320 children in early childhood schools of Playgroups and Kindergartens, consisted of 94 children of 3-4 years, 112 children of 4-5 years, and 114 children of 5-6 years. The number of teachers being involved in this study was 24. The data were collected using the observation method by filling in the observation sheets, supported with the elicitation and documentation method. Besides that, if necessary, field notes and recordings were also used. The teachers were observed and interviewed as well. To measure the product reliability quantitatively, an instrument in the Likert scale was used. The scale was designed with reference to the concept and work definition developed from the references. The Likert-scale instrument covered all components of reading and writing,

i.e. reading interest, writing interest, symbol sensitivity, reading foundation, writing foundation, and reading-writing acquisition both receptive (BTR) and productive (BTP). The instrument validity was based on content validity and construct validity. Data analysis was made quantitatively by comparing the scores of components in introducing written language using t-test between BTAL and the models applied by the teachers.

The results of the study show that (a) compared to Traditional Model, BTAL is better in all components of reading and writing for all levels of age, except for the BTR component for children of 5-6 years, (b) compared to *Cantol Raudhoh* (CR) Model, BTAL is better in the components of BTP, reading interest, writing interest, symbol sensitivity, and writing foundation, and is beaten in the components of BTR and reading foundation, (c) compared to the Phonic Model, BTAL is better in almost all components of reading and writing for all levels of ages except for the BTR component for children of 3-4 years, (d) compared to the CCBM Model, BTAL is better in all components for all levels of age. Despite the lower scores of BTAL in BTR than that of CR and Phonic Models and its lower score in reading foundation than that of CR Model, it does not indicate the weaknesses of BTAL; instead, it shows BTAL characteristics as a model that develops all components of reading and writing comprehensively and in good balance.

Key words: Literacy-Acquisition Reading-Writing Model, BTAL, Traditional Model, *Cantol Roudhoh* Model, Phonic Model, and CCBM, Product test, Reading-Writing for young children